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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to My Space!</td>
</tr>
<tr>
<td>2</td>
<td>Introducing My Family</td>
</tr>
<tr>
<td>3</td>
<td>My Friends and School</td>
</tr>
<tr>
<td>4</td>
<td>Me and My Dream Home!</td>
</tr>
<tr>
<td>5</td>
<td>Sharing My Summer</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Standards</th>
<th>Students Can…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>1.1 Interpersonal</td>
<td>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</td>
</tr>
<tr>
<td>1.2 Interpretive</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>1.3 Presentational</td>
<td>Create and present projects such as scrapbooks, PowerPoint presentations, family trees, photo-movies, and school applications, according to the unit sub-themes (myself, my family, my friends, my summer).</td>
<td></td>
</tr>
<tr>
<td><strong>Cultures</strong></td>
<td>2.1 Practices</td>
<td>Students will develop a sensitivity to the ethnic and cultural diversity and differences found in many ways such as in dressing up, greetings, education system, dances, music, movies, games, food, living spaces; differences that are related to either location, history of the region or could be related to level of religious practices and commitment: conservative Muslims versus progressive.</td>
</tr>
<tr>
<td>2.2 Products</td>
<td>Students will demonstrate the understanding of the cultural differences and diversity as they incorporate the relevant cultural findings in the related/ appropriate products and projects: a simple example would be greeting appropriately (hand shake/kiss on the cheek)</td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>3.1 Knowledge of Other Disciplines</td>
<td>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</td>
</tr>
</tbody>
</table>
### 3.2 Distinctive Viewpoints

As students learn numbers they will learn about the second set of numerals used in the Arab world. Students will also make the distinction of how phone numbers are written in Arabic (different to how letters are written). As students make connection to geography, they will learn some distinctive influences in some of the countries based on their history: French influence in Lebanon, Morocco, Tunisia, Algeria, etc. versus British influence in Egypt, Gulf, etc.

### Comparisons

#### 4.1 Nature of Language

Students will of course learn the differences between Arabic and English as languages first as they will read and write from right to left, then as they learn about sounds found in one of the languages but not the other, also as they learn about some characteristics of the language such as Arabic being a phonetic language. Etc.

#### 4.2 Nature of Culture

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.

### Communities

#### 5.1 Beyond the School Setting

Students will be using the language in the classroom, as well as during meals, and more importantly as they communicate with natives, who will come and visit them for students to interview them, and of course with natives when they visit the Mosque, the stores, the restaurant, etc.

#### 5.2 Life-long Learners

Open reading: Students select their own reading materials based on their likes. Websites and authentic materials: Students are provided a list of resources that they can explore in their free time, if they wish.

### 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.
<table>
<thead>
<tr>
<th>Students Can</th>
<th>Students Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and carry a simple opening conversation where they can: Greet others, take leave, get somebody’s attention, and invite or ask someone to do something</td>
<td>Different forms of Hello, including how to greet (motions): See you later, Goodnight How are you? Excuse me, Please</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thank someone</th>
<th>Thank you. Different forms of “You are welcome”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create their own voki in which they can Introduce self and listen to other’s voki and be able to relate the information they just listen to. Also students can ask for and exchange phone numbers (numbers 1-10) with others and addresses</td>
<td>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</td>
</tr>
</tbody>
</table>

| Understand as one is presenting their own family and ask questions about that family using different question particles. Moreover, in a presentational task, student will present their family to their classmates or through a photo story in which they can talk about one’s family. | 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? |

| Understand a simple native talk show in which one of the natives is talking about their likes and dislikes and students will then be able to model and elaborate more about oneself by expressing their likes/dislikes, talk about where to go and when, what days and at what time as they are responding to questions in a talk show. | I like… I don’t like… Do you like …? When? What time? Days of the week |
| Therefore, they can ask for and include information about 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 |
|---|---|
| Go to a store and a restaurant and be able to ask for prices and shop | For how much? Numbers 1-100  
I would like …  
Do you have …?  
I want… |
| Identify key word related to school and subjects taught and be able to talk about their school experience | 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 |
| Listen to some food show and identify some key vocabulary words related to food; they will be able to name, ask for, and prepare common Middle Eastern food and know the ingredients names and colors | 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. |
| Identify key vocabulary words related to housing and furniture and in their presentational tasks they will describe different living spaces and their components (rooms, furniture) to their classmates | 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 |

**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/analyze blogs of individuals from Arabic-speaking countries which will serve as models and provide opportunities to compare and contrast them with American blogs/social community profiles (layout, design, color, images, content, register).

**Interpersonal tasks:** Based on the examination of authentic Arabic blogs, students will discuss what components to include in their personal scrapbook blogs in the Ning. When the blogs have been created, students will provide reactions/feedback by leaving appropriate comments in Arabic.

**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.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role plays</td>
<td>Using a rubric students will be assessed on appropriately and successfully getting their</td>
</tr>
</tbody>
</table>
| **Interviews** | Students will be assessed on successfully being able to get their ideas across in communicating as they
- 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** | Students will be assessed on appropriately showing in their tasks a sensibility and an accurate understanding of:
- 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 be assessed on appropriately and successfully completing the following tasks
- Students will learn a Christmas song in Arabic and perform it at the final ceremony
- Students will learn and perform a folkloric dance and some belly dancing at the final ceremony
- Students will read versus in Arabic from the “Prophet” by Khalil Gibran and at the final ceremony present it to the audience as they provide them as well with the English translation.
- Students will learn the Arabic Alphabet song and perform it in 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 and will be using the ACTFL guidelines for the assessment

Podcasts (video podcasts) | Using a presentational rubric students will be assessed on the successful completion of their 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

P.S three forms of rubrics will be used in assessment: an interpersonal, presentational and interpretive depending on the task being evaluated (I will attach these rubrics)

H. Instructional Strategies

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

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use target language for instruction</td>
<td>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.</td>
</tr>
<tr>
<td>Facilitate student-centered learning</td>
<td>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).</td>
</tr>
<tr>
<td>Ensure meaningful interaction in the target language</td>
<td>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.</td>
</tr>
<tr>
<td>Integrate language, culture and content</td>
<td>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.</td>
</tr>
</tbody>
</table>
Differentiate instruction based on student need

Classroom teaching is a blend of whole-class, group and individual instruction; tasks will be varied and will be allowing students to use different types of intelligence; 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 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.

I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of textbook, if applicable</td>
<td><em>Alif Baa: Introduction to Arabic Letters and Sounds</em> Al-Kitaab fii Ta’allum al’Arabiyya with DVDs</td>
</tr>
<tr>
<td>Realia / Authentic materials</td>
<td>Authentic Arabic magazines, authentic Arabic books, authentic photographs, authentic brochures, online materials/internet</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Authentic Arabic music, authentic Arabic movies, authentic blogs, Arabic Youtube videos, interactive authentic games</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

J. Technology

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

<table>
<thead>
<tr>
<th>Technological Tools</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip Movie Camera</td>
<td>Students will videotape their interviews of roommates, teachers, and native speakers</td>
</tr>
<tr>
<td>Audio files</td>
<td>Students will listen to audio files of certain vocabulary needed for a specific topic in order for them to learn the</td>
</tr>
</tbody>
</table>

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new vocabulary, needed for their them projects, without resorting to reading transliteration.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhotoMovie with Audio</td>
<td>Students will make photo-movies to document their transition from one social space to another and post to their personal page in the online social community.</td>
</tr>
<tr>
<td>Online social community (Ning)</td>
<td>Students will document their experiences and learning through multi-modal products.</td>
</tr>
<tr>
<td>Voxopop</td>
<td>Students share experiences about home life, life in a college dorm, and personal interests online in an audio based forum</td>
</tr>
<tr>
<td>VOKI</td>
<td>Students create a virtual avatar to present themselves and introduce visitors to their personal page in the online social community</td>
</tr>
</tbody>
</table>

For Your Reference

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11
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 of 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 facilities 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.

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