



2016 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK Central
--------------------------	------------------

Program Title:	At the Souq
-----------------------	-------------

Language(s):	Arabic	Grade(s) of Learners:	Grades 9-12 (high school) K-2, 3-5, 6-8, 9-12
---------------------	--------	------------------------------	--

Heritage Speakers?	No	Non-Heritage Speakers?	Yes
---------------------------	----	-------------------------------	-----

Program Setting:	<i>Residential:</i>	<i>Non-Residential:</i>	x	<i>Distance/Online Component:</i>	No
	<i>Other (please specify):</i>				

Duration:	<i>Weeks/Days:</i>	<i>Contact Hours:</i>	90
------------------	--------------------	-----------------------	----

Target Proficiency Level: (by end of program)	NM	Target Performance Level(s): (during and by end of program)	NM-NH
---	----	---	-------

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by:	Sarah Standish – OneWorld Now!/STARTALK
--------------------------------	---

Email:

sarah@oneworldnow.org

STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

A role play will be the focal point of the camp story: Students imagine that they are part of a group of Arabic students who are extremely excited to have been selected for a study abroad trip to Cairo, where they will be hosted by Egyptian host families. During their stay, students enroll in an intensive Arabic program at the American University in Cairo where they study for several hours each morning. In their free time after class, they hang out at the souq with Egyptian friends. At the souq, they explore the different types of shops and establishments found there, shop for clothing and souvenirs, go to restaurants and cafes with their Egyptian friends, and help their host families shop for food to cook later. Through their time at the souq, they encounter authentic cultural products and practices such as music and calligraphy. Students learn to greet Egyptians politely and introduce themselves and others, shop for Arabic food and clothing at the market, and order at a restaurant. Students also acquire knowledge of some customs and cultural values related to the linguistic content they are learning. At the end of the program, students realize how far they have come in just a few weeks when they plan for a visit by their American families to Egypt, when they must introduce them to Egyptian food and clothing.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-

Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p align="center">Interpersonal Communication</p>	
<p>Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p>-----</p> <p>Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<ol style="list-style-type: none"> 1. I can greet others (friends, host family members, taxi/bus drivers, shop owners, and waiters). 2. I can introduce myself and others using memorized phrases. I can tell others my name, where I am from, and that I am a student. I can tell others my friend's name, where s/he is from and that s/he is a student. I can tell others my family members' names. 3. I can use numbers 1-100 to ask and answer questions about my age. 4. I can use some formulaic phrases for bargaining, such as "very expensive". 5. I can order at a restaurant or café and ask for the check. 6. I can request items and ask for prices in shops. <p>-----</p> <ol style="list-style-type: none"> 7. I can ask and respond to questions about the food and drinks I like and dislike or want and don't want. 8. I can ask and respond to questions about the clothing or other common items found at shops, including what I like, dislike, want and don't want, and what colors I prefer. 9. I can get simple directions to a place in the souq.
<p align="center">Presentational speaking</p>	
<p>Novice mid: I can present information about myself and some other very familiar topics <u>using a variety of words, phrases, and memorized expressions.</u></p> <p>-----</p> <p>Novice High: I can present basic information on familiar topics using language I have practiced <u>using phrases and simple sentences.</u></p>	<ol style="list-style-type: none"> 10. I can introduce my host family to one of my friends, or one of my friends to my host family. 11. I can provide a short description of the kind of clothing item or souvenir I want to buy. <p>-----</p> <ol style="list-style-type: none"> 12. I can tell where in the souq I like to go, eat, and shop.

	13. I can use phrases and simple sentences to present my preferences to others for food, clothing, and the kind of items I like to buy.
Presentational writing	
<p>Novice mid: I can write lists and memorized phrases on familiar topics.</p> <p>-----</p> <p>Novice High: I can write short messages and notes on familiar topics related to everyday life.</p>	<p>14. I can write a shopping list for food, clothing, or souvenirs.</p> <p>15. I can write a menu and list some ingredients for each food.</p> <p>16. I can label a map of a souq with the names of some places I go.</p> <p>-----</p> <p>17. I can write a short text message to a friend telling them where I am in the souq.</p>
Interpretive Listening	
<p>Novice mid: I can recognize some familiar words and phrases when I hear them spoken.</p> <p>-----</p> <p>Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>18. I can understand someone's self-introduction.</p> <p>-----</p> <p>19. I can understand routine some questions and statements from shopkeepers and waiters, such as asking what I would like or telling me that they don't have a particular item.</p> <p>20. I can sometimes understand the main points of someone's statements of wants, likes/dislikes regarding food and clothing.</p> <p>21. I can follow simple directions to get to a shop at the souq.</p>
Interpretive Reading	
<p>Novice mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p> <p>-----</p> <p>Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	<p>22. I can understand listed prices.</p> <p>23. I can understand a shopping list for food with items I have practiced or memorized.</p> <p>24. I can understand a shopping list of some clothing items with items I have practiced or memorized.</p> <p>-----</p> <p>25. I can understand some places labeled on a map of the souq.</p> <p>26. I can understand familiar dishes and ingredients on a menu.</p>

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
<p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>Students will pretend that their American families are going to come visit them at the end of their study abroad experience in Egypt. Ahead of their family's arrival, students review the menu in Arabic and select dishes for the dinner, on behalf of their families. Students also look at a local fashion magazine or clothing blog and make a list of the clothing they would like to buy for their families as gifts before they come.</p> <p>At the Novice Mid level, students may be able to recognize a few familiar items. At the Novice High level, students may be able to understand familiar words and phrases.</p>	<p>In an unrehearsed role-play, students pretend to go to the market and purchase some of the items they listed in their interpretive task. Some students will play the role of clothing sellers, and others will play the role of students shopping for goods. Students will ask sellers what goods they have, compare prices, bargain for clothing when appropriate, and ultimately "purchase" the items they need for their family's visit. Students will then switch roles so that those who initially acted as sellers also have a chance to shop.</p> <p>On the same visit to the market, students visit a local restaurant to place a food order, to be delivered later to their host family's home. Students order food for their whole family (based on the dishes they selected when they read the menu) from other students who are playing the role of restaurant workers. Students also give basic directions for delivery. Students then switch; those who were playing customers assume the role of waiters and take orders from the new "customers."</p>	<p>In a practiced presentation, students will prepare their Egyptian host family for a visit by their American family. Students tell their Egyptian host families about the gifts each member of their American family will receive and the foods that they ordered from the restaurant.</p> <p>At the Novice Mid level, students may complete the task using some words, phrases, and memorized sentences. At the Novice High level, students may complete the task using some phrases and simple sentences.</p>

	At the Novice Mid level, students may complete the task using some words, phrases, and memorized sentences. At the Novice High level, students may complete the task using some phrases and simple sentences.	
--	---	--

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Speaking		
1. I can greet others (friends, host family members, taxi/bus drivers, shop owners, and waiters).	مرحبا، أهلا، أهلا وسهلا، أهلاً بك، السلام عليكم، وعليكم السلام، كيف الحال، بخير، الحمد لله Hello, welcome, response to welcome, peace be upon you, response to peace be upon you, how are you, well, thank God (response to how are you)	Teacher models greeting students as they walk into the class; students practice greeting each other. Students watch a video of the song السلام عليكم; students may sing along as well as observe and imitate appropriate body language.
2. I can introduce myself and others using memorized phrases. I can tell others my name, where I am from, and that I am a student. I can tell others my friend's name, where s/he is	اسمي، ما اسمك؟ تشرّفنا أنا طالب طالبة في مدرسة...	The teacher assigns students "secret identities". These identities include different information for each student, such as a fake name, age, place of origin, and place of study. The teacher gives

<p>from and that s/he is a student. I can tell others my family members' names.</p>	<p>من أين أنت؟ أنا من... صديقي اسمه، صديقتي اسمها أمي اسمها، أبي اسمه، أختي اسمها، أخي اسمه</p> <p>My name is, what's your name? Nice to meet you I am a student at _____ school... Where are you from? I am from... My friend's name is... My mother's name is, my father's name is, my sister's name is, my brother's name is</p>	<p>students tasks, such as "Find three people who go to the same school as you do." Students must question each other in the target language and find other students from the same school. Once they have, they introduce them to another student. For the next task, the teacher asks the students to find their family members (those who have the same last name). They then must introduce their family members to another classmate. Teachers can use members of famous families (e.g. the Obamas, the Simpsons) as secret identities to be sure that the family relationships are clear.</p>
<p>3. I can use numbers 1-100 to ask and answer questions about my age.</p>	<p>كم عمرك؟ عمري... الأرقام من 1 إلى 20</p> <p>How old are you? My age is... Numbers from 1-20</p>	<p>Students imagine that it is the first day of school at their new Arabic program. Students must figure out which class to be in based on their ages. The teacher may assign a fake age to each student to increase the diversity of ages in the room. The teacher will also then provide the students with a sheet of paper listing the different "classes" that will be formed at their new program, such as a class for students age 12-14, a class for students age 15-17, and a class for students age 18-20. Students must find out the ages of other students in the room and create a roster for each class.</p>
<p>4. I can use some formulaic phrases for bargaining, such as "very expensive".</p>	<p>غالي، رخيص، غالي جداً، ليس رخيص، أحسن من هل يمكن سعر أرخص؟ هذا سعر غالي جداً. هذا سعر ممتاز.</p>	<p>In a continuation of the clothes-shopping role play, students play out some rudimentary bargaining in order to obtain the clothes they are looking for at a good price. "Customers" comment on how expensive the prices are and ask for a lower price. "Shopkeepers" try to earn a higher price.</p>

	<p>Expensive, cheap, very expensive, it's not cheap, better than</p> <p>Is a cheaper price possible?</p> <p>This price is very expensive</p> <p>This is an excellent price</p>	
<p>5. I can order at a restaurant or café and ask for the check.</p>	<p>أريد... من فضلك الحساب من فضلك تريد \ تريدين _____ ، مضبوط؟ تفضل \ تفضلي _____ الحساب الأرقام من 1 إلى 100</p> <p>I want _____ please</p> <p>The check, please</p> <p>You want _____, is that right?</p> <p>Here you go</p> <p>The check is for...</p> <p>Numbers from 1-100</p>	<p>Students role-play ordering at a café or restaurant. Some students play the roles of waiters and others play the roles of customers. The customers must order politely and then ask for the check.</p>
<p>6. I can request items and ask for prices in shops.</p>	<p>هل عندك...؟ عندي، ليس عندي... كم سعر...؟ السعر... الأرقام من 1 إلى 100</p> <p>Do you have...?</p> <p>I have, I don't have...</p> <p>How much is...?</p>	<p>Students may role-play asking questions about prices. One student plays the role of a shopkeeper and another the role of a customer. The teacher should ideally provide the student either with realia from the target culture or with pictures of the target culture. The “customer” asks the price of different items. The “shopkeeper” will provide the price of items based on a list the teacher has provided him or her.</p>

	<p>The price is...</p> <p>Numbers from 1-100</p>	
<p>7. I can ask and respond to questions about the food and drinks I like and dislike or want and don't want.</p>	<p>أحب، لا أحب أريد، لا أريد فلافل، طعمية، كشرى، كباب، شاورما، ورق عنب، كوسا محشي، بابا غنوج، شوربة عدس، بقلوة الخضار، اللحم، الدجاج، السمك، الفواكه، الحلويات قهوة أمريكية، قهوة عربية \ تركية، شاي، ماء، عصير قهوة بالسكر، بلا سكر كلمات أخرى تناسب اهتمام الطلاب</p> <p>I like, I don't like I want, I don't want Falafel, kushari, kebob, shawarma, grape leaves, stuffed zucchini, baba ghanoush, grape leaves, baklava Vegetables, meat, chicken, fish, fruit, Arab sweets American coffee, Arabic / Turkish coffee, tea, water, juice Coffee with sugar, without sugar Other words according to the interests of the students</p>	<p>Two students work together to plan a meal using the target language. Using a checklist, the students ask each other whether or not they like certain dishes and ingredients. At the end, the students select several dishes for their meal together that both of them will enjoy, based on their stated likes and dislikes.</p>
<p>8. I can ask and respond to questions about the clothing or other common items found at shops, including what items and colors I like, dislike, want and don't want, or prefer.</p>	<p>هل تحب \ تحبين...؟ أحب، لا أحب هل عندك...؟ عندي، ليس عندي أحب أن ألبس، لا أحب أن ألبس أفضّل...</p>	<p>The teacher gives some students, who play "customers", a shopping list, either written in Arabic or using pictures (if students do not know the Arabic alphabet yet). The teacher gives other students, who play "shopkeepers" a list of items they have in their stores. Not all shopping lists and lists of items in stores are the same, representing a number of different clothing shops or stands in the souq. Students must find out which shop has the</p>

	<p>تنورة، جاكيت، فستان، حذاء، قُبعة، قميص، بنطلون، نظارة، حجاب، حطة، عقال، ثوب، عباءة، جلابية</p> <p>طويل، قصير</p> <p>لون، أحمر، أزرق، أصفر، أسود، أبيض، أخضر، بنفسجي، وردي، بني، برتقالي، رمادي</p> <p>كلمات أخرى تناسب اهتمامات الطلاب</p> <p>Do you like...?</p> <p>I like, I don't like</p> <p>Do you have...?</p> <p>I have, I don't have</p> <p>I like to wear, I don't like to wear</p> <p>I prefer</p> <p>Skirt, jacket, dress, shoes, hat, shirt, pants, hijab, hatta / iqal (type of headdress), thobe, abaya, galabiyya</p> <p>Long, short</p> <p>Red, blue, yellow, black, white, green, purple, pink, brown, orange, gray</p> <p>Other words according to the interests of the students</p>	<p>items on their list, including with having the correct color.</p> <p>In another activity, students work in pairs to plan the outfits they would like to wear for different outings. The teacher gives them a list of situations to plan for, such as a normal day in their program, an outing to a fancy restaurant, and a visit to a mosque. Students plan the outfits that they will wear.</p>
<p>9. I can get simple directions to a place in the souq.</p>	<p>عفوًا، هل تعرف أين...؟</p> <p>السوق، محل الملابس \ سوق الملابس، محل فواكه، محل خضار \ سوق الفواكه والخضار، جزّار، مسجد، كنيسة، مطعم، مقهى، بقاليّة</p> <p>إذهب \ اذهبي \ اذهبوا إلى الأمام</p> <p>لفّ \ لَفّي \ لَفّوا إلى اليمين \ إلى اليسار عند</p> <p>الزاوية، المحل، وما إلى ذلك</p> <p>بجانب، أمام، قريب من،</p> <p>في شارع...</p>	<p>The teacher clears space between the desks or tables in the classroom. The teacher places pictures of different places, such as a mosque or vegetable market, around the room. The teacher also labels the corridors between desks with the names of streets. Working in pairs, students ask each other for directions to different locations. They must follow the directions they are given and see if they end up at the right place.</p> <p>The teacher gives students maps, either authentic or modified. Working in pairs, students practice</p>

	<p>Excuse me, do you know where _____ is?</p> <p>The market, clothing shop, clothing market, fruit shop, vegetables shop, fruit and vegetables market, butcher, mosque, church, restaurant, café, convenience store</p> <p>Go straight</p> <p>Turn left / turn right at (the corner, the shop, etc.)</p> <p>On _____ street</p> <p>Beside, in front of, close to</p>	<p>giving each other directions. Students pretend they are starting at a certain spot on the map and one student must ask for directions to another location. The other student directs him or her; the student who is receiving the directions must trace the route on the map to demonstrate that he/she understands.</p>
Presentational Speaking		
<p>10. I can introduce my host family to one of my friends, or one of my friends to my host family.</p>	<p>هذا صديقي، اسمه... هذه صديقتي، اسمها... هذا أبي، اسمه... هذه أمي، اسمها... هذا أخي، اسمه... هذه أختي، اسمها...</p> <p>This is my friend, his / her name is...</p> <p>This is my father, his name is...</p> <p>This is my mother, her name is...</p> <p>This is my brother, his name is...</p> <p style="text-align: center;">This is my sister, her name is...</p>	<p>As a corollary to the activity in which students have a “secret identity” and must find their classmates and members of their family, students present the “classmates” and “family members” to the rest of the class and introduce them.</p> <p>Students also receive pictures representing families from the target culture. Students pretend that this is their host family; they give each a name and present them to a classmate.</p>
<p>11. I can provide a short description of the kind of clothing item or souvenir I want to buy.</p>	<p>أريد تذكارة، لوحة، صورة ل(مكان)، وشاح، علبة، حلي، كتاب كبير \ كبيرة، صغير \ صغيرة، جميل \ جميلة، غالي \ غالية، رخيص \ رخيصة كلمات أخرى تناسب اهتمام الطلاب</p>	<p>Students play a kind of “bingo” with souvenir desires. Students receive a “bingo board” with different kinds of souvenirs listed down one side and adjectives to describe them listed across the top. Students go around the room and each say a souvenir they would like, coupled with an adjective. For example, if one student says, “I</p>

	<p>I want...</p> <p>A souvenir, a painting / piece of art, a picture of (a place), a scarf, a box, jewelry</p> <p>Big, small, beautiful, expensive, cheap</p> <p>Other words according to the interests of the students</p>	<p>want a beautiful picture” of a mosque, students cross out the box at the intersection of “picture” and beautiful. Students ‘win’ when they get an entire row crossed out.</p>
<p>12. I can tell where in the souq I like to go, eat, and shop.</p>	<p>أحب... أذهب إلى... السوق، محل الملابس \ سوق الملابس، محل فواكه، محل خضار \ سوق الفواكه والخضار، جزّار، مسجد، كنيسة، مطعم، مقهى، بقاليّة</p> <p>I like... I go to... The market, clothing shop, clothing market, fruit shop, vegetables shop, fruit and vegetables market, butcher, mosque, church, restaurant, café, convenience store</p>	<p>Students prepare a short presentation for new tourists about the souq. They present pictures and use several sentences to tell some of the places they like to go, eat, and shop in the souq.</p>
<p>13. I can use phrases and simple sentences to present my preferences to others for food, clothing, and the kind of items I like to buy.</p>	<p>أحب أن ألبس، لا أحب أن ألبس أفضل... تنورة، جاكيت، فستان، حذاء، قُبعة، قميص، بنطلون، نظارة، حجاب، حطة، عقال، ثوب، عباءة، جلابية طويل، قصير لون، أحمر، أزرق، أصفر، أسود، أبيض، أخضر، بنفسجي، وردي، بني، برتقالي، رمادي أحب أن أأكل \ أشرب، لا أحب أن أأكل \ أشرب فلافل، طعمية، كشري، كباب، شاورما، ورق عنب، كوسا محشي، بابا غنوج، شوربة عدس، بقلاوة الخضار، اللحم، الدجاج، السمك، الفواكه، الحلويات قهوة أمريكية، قهوة عربية \ تركية، شاي، ماء، عصير</p>	<p>Students create an “about me” pamphlet with pictures of some of their likes and dislikes and present it to the other students in class.</p> <p>Students play an authentic video featuring interviews with shoppers and shopkeepers in a Cairo souq. Students pretend to be the shoppers and shopkeepers who are being interviewed and create their own monologues about what they want. The teacher plays the video with the sound off while students take on the role of different people in the video.</p>

	<p>قهوة بالسكر، بلا سكر كلمات أخرى تناسب اهتمام الطلاب</p> <p>I like to wear, I don't like to wear</p> <p>I prefer</p> <p>Skirt, jacket, dress, shoes, hat, shirt, pants, hijab, hatta / iqal (type of headdress), thobe, abaya, galabiyya</p> <p>Long, short</p> <p>Red, blue, yellow, black, white, green, purple, pink, brown, orange, gray</p> <p>I like to eat / drink, I don't like to eat /drink</p> <p>Falafel, kushari, kebob, shawarma, grape leaves, stuffed zucchini, baba ghanoush, grape leaves, baklava</p> <p>Vegetables, meat, chicken, fish, fruit, Arab sweets</p> <p>American coffee, Arabic / Turkish coffee, tea, water, juice</p> <p>Coffee with sugar, without sugar</p> <p>Other words according to the interests of the students</p>	
Presentational Writing		
<p>14. I can write a shopping list for food, clothing, or souvenirs.</p>	<p>معرفة الحروف العربية</p> <p>تذكّر، لوحة، صورة ل(مكان)، وشاح، علبة، حلي، كتاب</p> <p>تنورة، جاكيت، فستان، حذاء، قبة، قميص، بنطلون، نظارة، حجاب، حطة، عقال، ثوب، عباءة، جلابية</p> <p>خضار، اللحم، الدجاج، السمك، الفواكه، الحلويات</p> <p>كلمات أخرى تناسب اهتمام الطلاب</p> <p>Knowledge of the Arabic alphabet</p>	<p>After planning a meal with a fellow student in a previously mentioned activity, students write a shopping list for the foods they need to buy to make that meal.</p> <p>In another activity, students imagine that it is their last week in Egypt. They make a shopping list of the clothing and other souvenir items they would like to buy to bring back to their families.</p>

	<p>A souvenir, a painting / piece of art, a picture of (a place), a scarf, a box, jewelry</p> <p>Skirt, jacket, dress, shoes, hat, shirt, pants, hijab, hatta / iqal (type of headdress), thobe, abaya, galabiyya</p> <p>Vegetables, meat, chicken, fish, fruit, Arab sweets</p> <p>Other words according to the interests of the students</p>	
<p>15. I can write a menu and list some ingredients for each food.</p>	<p>معرفة الحروف العربية</p> <p>فلافل، طعمية، كشري، لكباب، شاورما، ورق عنب، كوسا محشي، بطاطس، بابا غنوج، شوربة عدس، بقلاوة</p> <p>خضار، لحم، دجاج، سمك، فواكه، حلويات</p> <p>قهوة أمريكية، قهوة عربية \ تركية، شاي، ماء، عصير</p> <p>قهوة بالسكر، بلا سكر</p> <p>كلمات أخرى تناسب اهتمام الطلاب</p> <p>Knowledge of the Arabic alphabet</p> <p>Falafel, kushari, kebob, shawarma, grape leaves, stuffed zucchini, baba ghanoush, grape leaves, baklava</p> <p>Vegetables, meat, chicken, fish, fruit, Arab sweets</p> <p>American coffee, Arabic / Turkish coffee, tea, water, juice</p> <p>Coffee with sugar, without sugar</p> <p>Other words according to the interests of the students</p>	<p>After planning a meal with a classmate, students work in pairs to write a menu for the meal. They list the dishes they will make and some of the ingredients for each.</p> <p>In another activity, students work in small groups to create a menu for a restaurant they would like to open in the souq. They list on the menu as many ingredients as they can for each dish.</p>
<p>16. I can label a map of a souq with the names of some places I go.</p>	<p>معرفة الحروف العربية</p> <p>السوق، محل الملابس \ سوق الملابس، محل فواكه، محل خضار \ سوق الفواكه والخضار، جزّار، مسجد، مطعم، مقهى، بقالة</p>	<p>The teacher removes the words from an authentic or semi-authentic map. The teacher writes numbers on various places on the map and provides a set of pictures of authentic places from the target culture (a café, a restaurant, etc.). The</p>

	<p>Knowledge of the Arabic alphabet</p> <p>The market, clothing shop, clothing market, fruit shop, vegetables shop, fruit and vegetables market, butcher, mosque, church, restaurant, café, convenience store</p>	<p>teacher labels each picture with a number. Students must then label the map in Arabic with each location in its correct place.</p>
<p>17. I can write a short text message to a friend telling them where I am in the souq.</p>	<p>معرفة الحروف العربية أين أنت؟ أنا في... السوق، محل الملابس \ سوق الملابس، محل فواكه، محل خضار \ سوق الفواكه والخضار، جزّار، مسجد، مطعم، مقهى، بقالة في شارع... قريب من... Knowledge of the Arabic alphabet Where are you? I am at... The market, clothing shop, clothing market, fruit shop, vegetables shop, fruit and vegetables market, butcher, mosque, church, restaurant, café, convenience store On _____ street Close to...</p>	<p>Students will use an authentic or semi-authentic map. The students spin a top or a penny on the map; where ever it falls is the place they are located. They must write a “text message” to a friend telling him or her where they are, either on paper or using an educational platform such as Edmodo.</p>
Interpretive listening		
<p>18. I can understand someone’s self-introduction.</p>	<p>أسمي... عمري... أنا من... أنا طالب \ طالبة في مدرسة... My name is...</p>	<p>Students watch clips from Al-Jazeera Children’s Channel shows such as أطفال المهجر in which real Arab children introduce themselves. After listening, students demonstrate understanding by designing an ID card for the students whose videos they watched.</p>

	<p>My age is...</p> <p>I am from...</p> <p>I am a student at _____ school.</p>	
<p>19. I can understand some routine questions and statements from shopkeepers and waiters, such as asking what I would like or telling me that they don't have a particular item.</p>	<p>أهلا وسهلا ماذا تريد \ تريدین؟ هل تريد \ تريدین...؟ آسف \ آسفة، ليس عندنا... السعر... Welcome What would you like? Do you want...? I'm sorry, we don't have... The price is...</p>	<p>Students hear questions and statements as part of role-plays shopping for clothes or food or ordering at restaurants. Students may demonstrate understanding by checking off items on a sheet showing what items a store has and doesn't have in stock, for example.</p> <p>Students watch a clip from the Al-Jazeera program <i>جولة في سوق بمنطقة عين شمس (for example جولة أسواق شرقي القاهرة)</i> and try to extract some information about what goods different shopkeepers are selling and some information about prices where relevant.</p>
<p>20. I can sometimes understand the main points of someone's statements of wants, likes/dislikes regarding food and clothing.</p>	<p>أحب أن ألبس، لا أحب أن ألبس أفضل... تنورة، جاكيت، فستان، حذاء، قبعة، قميص، بنطلون، نظارة، حجاب، حطة، عقال، ثوب، عباءة، جلاية طويل، قصير لون، أحمر، أزرق، أصفر، أسود، أبيض، أخضر، بنفسجي، وردي، بني، برتقالي، رمادي أحب أن أكل \ أشرب، لا أحب أن أكل \ أشرب فلافل، طعمية، كشرى، كباب، شاورما، ورق عنب، كوسا محشي، بابا غنوج، شوربة عدس، بقلوة الخضار، اللحم، الدجاج، السمك، الفواكه، الحلويات قهوة أمريكية، قهوة عربية \ تركية، شاي، ماء، عصير قهوة بالسكر، بلا سكر</p>	<p>Students listen to presentations by other students in which they discuss their preferences; they demonstrate understanding by recording the information they hear in some way, such as by filling out a chart tracking the likes and dislikes of their classmates.</p> <p>Students watch clips from Al-Jazeera Children's Channel shows such as <i>أطفال المهجر</i> in which Arab children introduce themselves and name some of their likes and dislikes.</p>

	<p>كلمات أخرى تناسب اهتمام الطلاب</p> <p>I like to wear, I don't like to wear</p> <p>I prefer</p> <p>Skirt, jacket, dress, shoes, hat, shirt, pants, hijab, hatta / iqal (type of headdress), thobe, abaya, galabiyya</p> <p>Long, short</p> <p>Red, blue, yellow, black, white, green, purple, pink, brown, orange, gray</p> <p>I like to eat / drink, I don't like to eat /drink</p> <p>Falafel, kushari, kebob, shawarma, grape leaves, stuffed zucchini, baba ghanoush, grape leaves, baklava</p> <p>Vegetables, meat, chicken, fish, fruit, Arab sweets</p> <p>American coffee, Arabic / Turkish coffee, tea, water, juice</p> <p>Coffee with sugar, without sugar</p> <p>Other words according to the interests of the students</p>	
<p>21. I can follow simple directions to get to a shop at the souq.</p>	<p>إذهب \ اذهبي \ اذهبوا إلى الأمام لَفَّ \ لَفِّي \ لَفُّوا إلى اليمين \ إلى اليسار عند الزاوية، المحل، وما إلى ذلك بجانب، أمام، قريب من، في شارع...</p> <p>Go straight</p> <p>Turn left / turn right at (the corner, the shop, etc.)</p> <p>On _____ street</p> <p>Beside, in front of, close to</p>	<p>Students receive an authentic or semi-authentic map with landmarks noted on it. The teacher pretends to be a tour guide giving a tour of this area of the city, including the souq. The teacher narrates the tour's progress, giving directions and noting nearby landmarks. Students trace their progress on the map using a colored pencil to demonstrate their understanding.</p> <p>Students receive an authentic or semi-authentic map with landmarks noted on it. The teacher pre-records or reads a set of directions from one place to another in the souq; students trace a path on</p>

		the map using a colored pencil to show their understanding.
Interpretive reading		
22. I can understand listed prices.	<p>الأرقام العربية والهندية Arabic and Indic-Arabic numerals</p>	<p>Students create fruit and vegetable stands using pictures of fruits and vegetables and label them with prices per kilo. The teacher gives the students fake Egyptian currency, printed on paper. Students practice purchasing kilos of fruits and vegetables from each other and paying with the right amount of Egyptian currency.</p>
23. I can understand a shopping list for food with items I have practiced or memorized.	<p>معرفة الحروف العربية فلافل، طعمية، كشري، لكباب، شاورما، ورق عنب، كوسا محشي، بطاطس، بابا غنوج، شوربة عدس، بقلوة خضار، لحم، دجاج، سمك، فواكه، حلويات قهوة أمريكية، قهوة عربية \ تركية، شاي، ماء، عصير قهوة بالسكر، بلا سكر كلمات أخرى تناسب اهتمام الطلاب</p> <p>Knowledge of the Arabic alphabet</p> <p>Falafel, kushari, kebob, shawarma, grape leaves, stuffed zucchini, baba ghanoush, grape leaves, baklava</p> <p>Vegetables, meat, chicken, fish, fruit, Arab sweets</p> <p>American coffee, Arabic / Turkish coffee, tea, water, juice</p> <p>Coffee with sugar, without sugar</p> <p>Other words according to the interests of the students</p>	<p>Students read a shopping list for food and use it as the basis for a shopping activity in which they must purchase certain items at the souq in order to cook dinner with their host family that night.</p>

<p>24. I can understand a shopping list of some clothing items with items I have practiced or memorized.</p>	<p>معرفة الحروف العربية تنورة، جاكيت، فستان، حذاء، قَبْعَة، قميص، بنطلون، نظارة، حجاب، حطة، عقال، ثوب، عباءة، جلابية كلمات أخرى تناسب اهتمام الطلاب</p> <p>Knowledge of the Arabic alphabet</p> <p>Skirt, jacket, dress, shoes, hat, shirt, pants, hijab, hatta / iqal (type of headdress), thobe, abaya, galabiyya</p> <p>Other words according to the interests of the students</p>	<p>Students review a shopping list for clothing for a certain event and use it as the basis for a simulated shopping trip to the souq.</p>
<p>25. I can understand some places labeled on a map of the souq.</p>	<p>معرفة الحروف العربية السوق، محل الملابس \ سوق الملابس، محل فواكه، محل خضار \ سوق الفواكه والخضار، جزّار، مسجد، كنيسة، مطعم، مقهى، بقالّية، شارع</p> <p>Knowledge of the Arabic alphabet</p> <p>The market, clothing shop, clothing market, fruit shop, vegetables shop, fruit and vegetables market, butcher, mosque, church, restaurant, café, convenience store, street</p>	<p>Students look at an authentic or semi-authentic map with places labeled on it; they match these places to authentic images from the target culture.</p>
<p>26. I can understand familiar dishes and ingredients on a menu.</p>	<p>معرفة الحروف العربية فلافل، طعمية، كشري، لكباب، شاورما، ورق عنب، كوسا محشي، بطاطس، بابا غنوج، شوربة عدس، بقلاوة خضار، لحم، دجاج، سمك، فواكه، حلويات قهوة أمريكية، قهوة عربية \ تركية، شاي، ماء، عصير قهوة بالسكر، بلا سكر كلمات أخرى تناسب اهتمام الطلاب</p> <p>Knowledge of the Arabic alphabet</p>	<p>Students look at an authentic or semi-authentic menu and select dishes they would like to order. They make a list of these items in a simulated online take-out order form, or report them verbally to another student acting as “waiter”.</p> <p>Students look at an authentic or semi-authentic menu and select dishes to order on behalf of a group, taking into account the dietary restrictions and preferences of their friends or family when ordering. They make a list of these items in a simulated online take-out order form, or report</p>

	<p>Falafel, kushari, kebob, shawarma, grape leaves, stuffed zucchini, baba ghanoush, grape leaves, baklava</p> <p>Vegetables, meat, chicken, fish, fruit, Arab sweets</p> <p>American coffee, Arabic / Turkish coffee, tea, water, juice</p> <p>Coffee with sugar, without sugar</p> <p>Other words according to the interests of the students</p>	<p>them verbally to another student acting as “waiter”.</p>
--	--	---

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Maps of areas of Cairo in Arabic:

<https://schritte.wordpress.com/2009/02/09/%D8%AE%D8%B1%D8%A7%D8%A6%D8%B7-%D8%A3%D8%AD%D9%8A%D8%A7%D8%A1-%D9%85%D8%AD%D8%A7%D9%81%D8%B8%D8%A9-%D8%A7%D9%84%D9%82%D8%A7%D9%87%D8%B1%D8%A9/>

Song: السلام عليكم <https://www.youtube.com/watch?v=fz6Mgy02ZaQ>

Song: الفواكه <https://www.youtube.com/watch?v=SIU0CdKT-0s>

Some photos from Cairo:

<https://www.flickr.com/photos/benandgab/29149681950/>

<https://www.flickr.com/photos/acaaron816/3296630255/>

https://www.flickr.com/photos/bracketing_life/4540669339/

<https://www.flickr.com/photos/kmacelwee/125538531/>

<https://www.flickr.com/photos/davidstanleytravel/8591305052/>

<https://www.flickr.com/photos/dungodung/2715600222/>

<https://www.flickr.com/photos/31216636@N00/2901599095/>

<https://www.flickr.com/photos/jkannenber/4671956027/>

<https://www.flickr.com/photos/43423301@N07/4000502327/>

<https://www.flickr.com/photos/thbecker/231671309/>

<https://www.flickr.com/photos/xiquinho/3425238957/>

<https://www.flickr.com/photos/alexandremarchand/5312898162/>

<https://www.flickr.com/photos/jkannenbergl/4671956027/>

<https://www.flickr.com/photos/keatl/2428138895/>

<https://www.flickr.com/photos/nidduifardamha/6788513197/>

https://www.flickr.com/photos/pan_chaoyue/17245784045/

<https://www.flickr.com/photos/hewy/8867339685/>

<https://www.flickr.com/photos/kdixon/2297328831/>

Menus:

مطعم أكل بيتي: <http://menuegypt.com/Akl-Baity>

مطعم حسن أبو شقرة: <http://menuegypt.com/Hasaan-Abo-shaqra>

مطعم بيتزا المهندسين: <http://menuegypt.com/Pizza-ElMohandessin>

From al-Jazeera Children's Channel: أطفال المهجر:

<https://www.youtube.com/watch?v=BljxgCcqkyo>

جولة في سوق الخضار والفواكه بالسيدة زينب في القاهرة:

<https://www.youtube.com/watch?v=jgK9j-HTaUQ>

أسعار الملابس في سوق العتبة وسط القاهرة قبيل أيام من عيد الفطر:

<https://www.youtube.com/watch?v=zUhvVT04RVY>

جولة في سوق بمنطقة عين شمس شرقي القاهرة:

<https://www.youtube.com/watch?v=a4DdNorBosg>

"دمشق الصغيرة" سوق دمشقية في ضواحي القاهرة:

<https://www.youtube.com/watch?v=cb8TkoqRVT>

Fashion sites with pictures, words in Arabic:

<https://www.fatakat-a.com/category/veiled-fashion>

<http://fustany.com/ar/%D9%85%D9%88%D8%B6%D8%A9/%D8%B5%D9%8A%D8%AD%D8%A7%D8%AA-%D8%A7%D9%84%D9%85%D9%88%D8%B6%D8%A9>

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY