



2014 STUDENT Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	Hurst- Euless- Bedford ISD – Central Junior High				
Program Title:	STARTALK Travels in Time				
Language(s):	Arabic	Grade(s) of Learners: K-2, 3-5, 6-8, 9-12		8 th – 10 th (we have some 11 th graders)	
Heritage Speakers?	Yes		Non-Heritage Speakers?	Yes	
Program Setting:	<i>Residential:</i>	No	<i>Non-Residential:</i>	Yes	<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	3/13	<i>Contact Hours:</i>	91	8:30 to 3:30
Target Proficiency Level: (by end of program)	Novice High		Target Performance Level(s): (during and by end of program)	Novice High – Intermediate Low	
If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.					
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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?

Startalk Travels in Time is designed for intermediate students to further explore their Arabic language and culture in alignment with STARTALK principles and the 5 C standards. In this 13- day academy, and to fulfill the **communication** standard, students will use their knowledge of basic communication skills to conduct simple conversations and exchange information with others. The cultural focus of this academy will be on teen lives, past and present. For the **cultural** and **comparison** components, students will be able to compare and understand how lives of teens have changed overtime as it relates to personal, i.e. school and family life, and social endeavors, i.e. their friendships and pastimes. The students will discover a time capsule that allows their story to unfold (sub-unit 1- My Story Unfolds) by finding items that show how personal and social life have evolved and changed. In sub-unit 2 (Back to the Future) will lead to the creation of a time capsule representing their present life that they will leave for future Startalk students. By drawing **connections** through experiential learning across time, students will develop an appreciation for how understanding the past contributes to understanding its impact on the present and the future. Students will develop a sense of **community** by participating in several field trips, including a visit to The Crow museum, a collection of Asian and Middle Eastern art. Students will develop an appreciation of the interconnectedness of cultures and people, and use the language to communicate at an intermediate low level proficiency.

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>Interpersonal Communication, Novice-High</p> <p>Students can communicate and exchange information about familiar topics using phrases and simple sentences, some of which will be using memorized language. Students will be able to interact in everyday social situation by asking and answering simple questions.</p>	<ol style="list-style-type: none"> 1. I can ask for and give simple directions. 2. I can exchange some personal information. 3. I can exchange information using texts and pictures. 4. I can interact with others in everyday situations.
<p>Interpersonal Communication, Intermediate Low</p> <p>Students can participate in conversations on a number of familiar topics using simple sentences. Students can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<ol style="list-style-type: none"> 5. I can converse with other students regarding school 6. I can ask for help at school or in the community 7. I can talk to someone about myself, my family, my school, my hobbies, and interests.
<p>Presentational Communication - Speaking Novice-High</p> <p>Students can present information about their life, familiar experiences or events, basic information about a familiar person, place, or thing using phrases and simple sentences.</p>	<ol style="list-style-type: none"> 8. I can present information about my life, familiar experiences or events, basic information about familiar person, place, or thing using simple sentences.
<p>Presentational Communication - Speaking, Intermediate Low</p> <p>Students can talk about people, activities, events, and experiences. Students can express their needs and wants. Students can present information on plans, instructions, and directions.</p>	<ol style="list-style-type: none"> 9. I can present information about my life, familiar experiences, or events, basic information about familiar person, place, or thing using phrases and simple sentences and prepare materials for presentation. 10. I can describe what I plan to do next in my life.
<p>Presentational Communication - Writing Novice-High</p> <p>Students can write basic information about thing they've learned and ask for information in writing.</p>	<ol style="list-style-type: none"> 11. I can write short notes using phrases and simple sentences. 12. I can prepare materials for presentations 13. I can write about people, actives, events, and experiences.
<p>Presentational Communication - Writing , Intermediate Low</p> <p>Students can write about people, activities, events, experiences, and can also prepare materials for a presentation.</p>	<ol style="list-style-type: none"> 14. I can write information about my daily life in a letter, or email message. 15. I can write about a familiar experience or event using practiced material. 16. I can write about topics of interest.
<p>Interpretive Listening, Novice High</p>	<ol style="list-style-type: none"> 17. I can sometimes understand simple questions or statements on familiar

<p>Students can sometimes understand simple questions, or statements on familiar topics, and simple information when presented with pictures.</p> <p>Students can understand the main topic of conversations that they can overhear.</p>	<p>topics.</p> <p>18. I can understand simple information when presented with pictures and graphs.</p>
<p>Interpretive Listening, Intermediate Low</p> <p>Students understand the basic purpose of a message.</p> <p>Students can understand messages related to basic needs.</p>	<p>19. I can understand questions and simple statements on everyday topics when I am a part of conversation.</p> <p>20. I can understand the basic purpose of the message, and messages related to my basic needs.</p>
<p>Interpretive Reading, Novice High</p> <p>Students can understand familiar words, phrases, and sentences with in short and simple texts related to everyday life.</p>	<p>21. I can usually understand short simple messages on familiar topics.</p> <p>22. I can sometimes understand short, simple descriptions with the help of pictures.</p>
<p>Interpretive Reading, Intermediate Low</p> <p>Students can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>23. I can understand messages in which the writer tells or asks me about topics of personal interests</p> <p>24. I can identify some simple information needed on forms</p> <p>25. I can identify some information from the news media.</p>

You may add additional rows as necessary.

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
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	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.
In this task, students will participate in a scavenger hunt activity where they will	In this task, the students will be divided into small groups. Each group will conduct an	In this task, students will create time capsules in small groups (3 or 4) in which they will

search for a time capsule that had been hidden in the school's gym by a former student from the 1960s.

After discovering the time capsule, the students will uncover its content that tells the story of a teenager's life in the past. The artifacts found in the capsule will include items pertaining to school life (friendships, subjects, activities, and supplies), home and family life, and media and technology. The items will include pictures, school supplies (slate board, chalk, school bell, and school uniform, old lunch box), school schedule, games and toys, articles about life styles, clothing ads, songs (on records), and a rotary phone.

In this interpretive listening and reading task students will:

- Each student will be given a sheet containing a list of items and their description that pertain to teens and school. Students will listen to the list read by the teacher first. They will then work in pairs to read each item and determine if it is present in the time capsule that they found.
- In small groups, students will use a story board to organize and make a list of the items found in the time capsule. The story board will include the item (or its picture or drawing) and its name in Arabic. Students will use the vocabulary introduced in the introductory lesson.
- Students will use their story boards to understand and recognize how the life style of teenagers changed over time. They will use their story boards in another task to create a Venn diagram

interview with a native speaker as an eye witness of the time period targeted by the unit. Each group will prepare a questionnaire based on their findings which they will use in the interview.

Students will use the information they uncovered from the time capsule and the interview to conduct conversations comparing and contrasting their present life style and that of the past including schooling, leisure activities, friendships, clothing, music, communication, technology, home life and their daily routines.

As a culminating activity, students will work in pairs/small groups to discuss their findings using a Venn diagram which will help them create their own time capsule. Groups will share and discuss what they've created within their small group to compare and contrast with one another by asking simple questions. Each group will be given an iPad to record this task, which the instructor can view to assess the activity and the students' use of the language.

Instructions to students will include:

- In your small group/partner, prepare 4 to 6 questions that you will ask the guest speaker. Use the Venn diagram you've created to guide you and in asking questions about what you found in the time capsule. Questions can be about: school, daily routines, home life, likes and dislikes (food, music, and clothes), friends, and fun activities.
- Take turns asking the questions.
- Take notes
- After the interview, and using the Venn diagram as a reference, participate in basic conversation comparing your

include artifacts of their choice representing their life story using pictures (school building, friends, clothes, school supplies, Internet blogs, Facebook, etc.); articles from newspapers, magazines, and the Internet that talk about the present pop culture;; technological devices (cell phones, iPods, tablets, headphones, etc.) to leave for future generations. Students will have the choice to create their time capsule in digital form (i.e. photo story, video). Groups will present their time capsules to class.

Instructions to students:

- You want to tell students in the future about your life in the present time. You decide to create a time capsule in which you place things that are important to you and represent aspects of your life. Examples may include: technological devices, pictures, articles, school items, etc. You will create the time capsule as a group.
- You will present your time capsule to the class showing the items you includes and why you chose them using the words and phrases we learned in the previous lesson.
- To prepare for your oral presentation, you should prepare by writing a description of each item in the capsule and why you chose it using full complete sentences.

Each student will be evaluated using a rubric. The successful completion criteria reflected in the rubric will include:

Written portion: describing 6-8 items in full sentences and why they were chosen. Sentences should be intelligible and word order should be mostly correct. Students

<p>comparing and contrasting life of teens in the past and the present.</p>	<p>findings with your present life style.</p> <ul style="list-style-type: none"> • Use the iPad to record your conversation. <p>A rubric will be used to assess each student individually. Successful completion of the task will include the following criteria:</p> <ul style="list-style-type: none"> • Using Arabic throughout the task, • Adequate and accurate use of the vocabulary introduced in the lesson, • Comprehensibility: responses readily comprehensible, requiring no interpretation on the part of the listener, • Completion of the task; responses appropriate and adequately developed. 	<p>should use 8-10 vocabulary words/phrases from the lesson.</p> <p>Oral presentation: Students should read all descriptions they wrote down. Speech should be intelligible, though pronunciation issues and some stops and starts are permissible.</p>
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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	LANGUAGE, CULTURE, CONTENT	MAJOR LEARNING EXPERIENCES & EVIDENCE
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NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	<i>Learners need to use ...</i>	<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 Communication, Novice-High		
1. I can ask for and give simple directions.	Where is the....? Which direction should I go? It is to the left/right/straight. Directions: north, south, east, west أين ...؟ اي اتجاه يجب أن أذهب؟ فمن على يسار / يمين / على التوالي. اتجاهات: الشمال والجنوب والشرق والغرب	Students will participate in a scavenger hunt. They will ask for give each other directions to locate the time capsule.
2. I can exchange some personal information.	Use of the past tense My name is. I was born ...years old. I was a student at... I lived in... I'm American I study at... I work at... My phone number is... My address is... اسمي. لقد ولدت ... سنة. كنت طالبا في ... كنت أعيش في ... أنا الأمريكية أدرس في .. أنا أعمل في .. رقم هاتفي هو .. عنواني هو ...	Students will create an avatar (from the past) in which they provide basic information about themselves
3. I can exchange information using texts and	Comparisons: This one is..., but that one is not, neither have, both have	Students will engage in simple conversation in

<p>pictures.</p>	<p>A school bell. Telephone telegram classroom Picture in black and white A daily schedule. Concepts: Big extended/nuclear family School dress code</p> <p>هذا ... ، ولكن هذا ليس لا كلاهما لديهم جرس المدرسة هاتف جدول يومي</p>	<p>pairs/small groups to describe and answer questions about the items found in the capsule and compare them to current items and concepts (extended /nuclear family)</p>
<p>4. I can interact with others in everyday situations.</p>	<p>How are you? What is your name? What did you do today? How was your day? What are you going to do tomorrow? What time do you go to school? I am hungry/ thirsty. I am tired and exhausted. I am happy / sad..... I'm having fun</p> <p>كيف حالك؟ ما اسمك؟ ماذا فعلت اليوم؟ كيف كان يومك؟ ماذا ستفعل غدا؟ متى تذهب إلى المدرسة؟ أنا جائع / عطشان. أنا تعبان , عطشان أنا سعيد / حزين إنني مستمتع</p>	<p>The students will be able to ask and answer basic questions while learning synonyms and antonyms.</p> <p>Students will interact with one another and get personal information about each other. Each student will then prepare an oral report to introduce his/her peer to the class. Students will create a poster illustrating the answers of their friends.</p>
<p>Interpersonal Communication, Intermediate Low</p>		
<p>5. I can converse with other students regarding</p>	<p>Questions:</p>	<p>Students will interact with one another and ask</p>

<p>school</p>	<ul style="list-style-type: none"> • What subjects are you taking? • What supplies do you bring with you to school? • What is your daily schedule? • What time do you eat lunch? • What's your favorite class? • Who's your favorite teacher? • What activities do you have? <p>Answers:</p> <ul style="list-style-type: none"> • I have the following subjects: math, English, language, etc. • I bring my backpack, pens, pencils, eraser, notebooks, etc. • I have 7 periods. My first period is math, my second is English, etc. • I eat lunch at..... • My favorite class is math/science/etc. • My favorite teacher is..... • I play soccer after school; I am in the orchestra; etc. <p>Use of :</p> <p>In the past, in the era of , at that time....compared to, ...</p> <ul style="list-style-type: none"> • ما هي المواضيع التي تتخذونها؟ • ما هي الأدوات المرسية التي تحضرها للمدرسة؟ • ما هو جدولك اليومي؟ • متى تأكل الغداء؟ • ما هو طبقك المفضل؟ • من هو المدرس المفضل لديك؟ • ما هي الأنشطة التي لديك؟ <p>الردود:</p> <ul style="list-style-type: none"> • لدي الموضوعات التالية: الرياضيات، اللغة الإنجليزية، واللغة، الخ • أحمل حقيبتي، والأقلام، وأقلام الرصاص، ممحاة، أجهزة الكمبيوتر المحمولة، الخ • لدي 7 حصص. الحصص الأولى الرياضيات، والحصص الثانية هي الإنجليزية، الخ • أتناول الغداء في • صفي المفضل هو الرياضيات / العلوم / الخ. • أستاذي المفضل هو 	<p>and answer questions about school.</p> <p>Students will create a poster illustrating the answers of their friend, changing the verbs from present to past tense and expressing the difference between school in the past and the present time. They will present orally to the class.</p>
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<p>6. I can ask for help at school or in the community</p>	<p>• ألعب كرة القدم بعد المدرسة؛ أنا في الأوركسترا؛ إلخ</p> <p>Using basic question words and vocabulary related to school and directions to get help at school, and a restaurant:</p> <ul style="list-style-type: none"> • How do I get to the gym/office/nurse's office/etc.? • When does first period start? • When does the bell ring? • What time do we eat lunch? • Where is the bathroom please? • What are the ingredients in this dish? • May I get a drink? • May I have more? <p>• • كيف أذهب الى صالة الرياضة, إلى المكتب / مكتب الممرضة / الخ.؟ • متى تبدأ الجصة الأولى؟ • متى يقرع الجرس؟ • أي ساعة تناول الغداء؟ • أين الحمام من فضلك؟ • ما مكونات هذا الطبق؟ • ممكن أشرب؟ • ممكن أكثر؟</p>	<p>Students will be given a map of the school and a bell schedule. They will interact with one another (in a partner activity) to ask, give direction, and find out the information from the map and schedule.</p> <p>Students will go to an ethnic restaurant, place their orders in the target language and inquire about the ingredients in certain dishes.</p>
<p>7. I can talk to someone about myself, my family, my school, my hobbies, and interests.</p>	<ul style="list-style-type: none"> • Vocabulary and phrases listed above about giving personal information: name, age, residence, nationality, work and education, address and phone number) • I have a big/small family. • My family consists of • I like/I don't like • My favorite sport/food/movie/music <p>اسمي عمري اسكن في أنا من... أعمل في.. أدرس في...</p> <p>• عندي عائلة كبيرة...صغيرة. • تتكون عائلتي من</p>	<p>Students will prepare a set of 6 to 8 questions. In small groups, they will ask each other the questions.</p> <p>Students will be prompted to talk about their likes and dislikes related to school subjects, food and hobbies.</p>

- أنا أحب / لا أحب
- رياضتي المفضلة / طعامي / الفيلم / الموسيقى

Presentational Communication - Speaking Novice-High

8. I can present information about my life, familiar experiences or events, basic information about a familiar person, place, or thing using simple sentences.

- Personal information (listed above)
- Family: members, their names, ages, what they do.
- School: name, location, type, subjects
- Likes/dislikes/favorites: sport, food, school subject, day of the week, color, leisure activity

أفراد عائلتي: أمي, أبي, أخي, أختي, إسم أمي.....عمرها...., أبي يعمل...
إسم مدرستي....
ثانوية, إعدادية, ابتدائية
المود المدرسية

Students will prepare an “All About Me” presentation using Prezi, photo story, or iMovie. They will present it to the class.

Students will participate in an Arabic song.

Presentational Communication - Speaking, Intermediate Low

9. I can present information about my life, familiar experiences, or events, basic information about familiar person, place, or thing using phrases and simple sentences and prepare materials for presentation.

- School:
- I am a student at school.
 - The school is located in the city of
 - I take the following subjects: math, English, language, science, history, etc.
 - My daily schedule is ...
- Leisure activities:
- In my spare time I like to read/listen to music/play sports/watch a movie/talk (text) on the phone/visit with my friends/paint, etc.
- Family:
- My family consists of Members
 - My father’s name is He works.....
 - My mother’s name is....she is a
 - My sister’s names is..... . She lives in..... . She likes

Students will present a PhotoStory/ I-Movie/ PPT about their family and be ready to answer/ask questions related to their presentation.

Using iPads and Survey Monkey, students will create a survey inquiring about the hobbies of their peers and their favorite school subjects, places visited, and favorite music. Results of the survey will be presented in a graph created by the students and displayed in the hallway.

	<p>المدرسة:</p> <ul style="list-style-type: none"> • أنا طالب في مدرسة • المدرسة في مدينة • عندي المواضيع التالية: الرياضيات، اللغة الإنجليزية، واللغة، والعلوم، والتاريخ، الخ • الجدول اليومي هو ... • الأنشطة الترفيهية: • في وقت فراغي أحب القراءة / الاستماع إلى الموسيقى / لعب الرياضة / مشاهدة الافلام / الكلام على الهاتف / زيارة أصدقائي / الرسم، الخ • الأسرة: • تتكون عائلتي من أعضاء • اسم والدي هو يعمل • اسم أمي هو انها هي • أسماء أختي هو تعيش في لأنها تحب 	
<p>10. I can describe what I plan to do next in my life.</p>	<ul style="list-style-type: none"> • After I graduate from high school, I will go to college. • I want to study.... • I want to become a • My future plans are to go to college, travel, work, etc. • بعد تخرجي سوف أذهب إلى الكلية. • أريد أن أدرس • أريد أن أصبح • خططتي المستقبلية هي أن اذهب إلى الكلية، والسفر، والعمل، الخ 	<p>Students will prepare a poster illustrating their future college plans. They will present the poster to class using the phrases and vocabulary learned.</p> <p>Students will also participate in a song which they will present at the community performance.</p>
<p>Presentational Communication - Writing Novice-High</p>		
<p>11. I can write short notes using phrases and simple sentences.</p>	<p>Notes describing school: (examples)</p> <ul style="list-style-type: none"> • The school building is big. There are many classrooms. There is a gym, a cafeteria, a music room, a science lab, and a library. • This is a daily school schedule. There are 7 periods each day. Each period is 50 minutes. • This is an iPad. I use it to do research on 	<p>In small groups, students will write descriptions of items (which could be pictures) which they choose to place in the time capsule. They will describe 6-8 items in full sentences and why they chose it. Items should be about school, their pastime activities (writing in the first person), and the technological devices used nowadays. Each group will present their items to the class by reading the</p>

	<p>the Internet.</p> <p>Notes describing pastime activities:</p> <ul style="list-style-type: none"> • I like going to the movies. The most popular movies this year are.... • I like to play video games. • I have a cell phone. I use it to talk to my friends, text, surf the Internet, and play games. <ul style="list-style-type: none"> • المدرسة كبيرة. هناك العديد من الفصول الدراسية. هناك صالة ألعاب رياضية، وكافتيريا وغرفة موسيقى، مختبر علوم، ومكتبة. • هذا هو الجدول المدرسي اليومي. هناك 7 حصص كل يوم. كل فترة 50 دقيقة. • هذه أيباد. أنا استخدمها لإجراء البحوث على شبكة الإنترنت. • الأنشطة والهوايات: • أنا أحب الذهاب الى السينما. الأفلام الأكثر شعبية هذا العام • أحب ان لعب ألعاب الفيديو. • عندي هاتف خلوي. استخدمه لاتحدث مع أصدقائي، تصفح الإنترنت، ولعب الألعاب. 	<p>description.</p>
<p>12. I can prepare materials for presentations</p>	<p>Names of technological devices (iPhone, tablet, iPod, headphone, digital recorder); pictures from around the school (students, hallways, teachers, supplies, technology tools), magazine articles describing the latest fashion; ads about popular movies, songs; books on the best seller list for teens; Internet articles on</p>	<p>To prepare for the time capsule presentation, students will write a description of each item in the capsule. This can be done by writing the description on sentence strips or in PPT presentation.</p>
<p>13. I can write about people, activities, events, and experiences.</p>	<p>Sentences describing the teenage character from the past, examples include:</p> <p><i>His/her name is..., and he/she was 16 years old.</i> <i>He/she attended Ibn Hanbal high school.</i> <i>He/she was a good student.</i> <i>He/she wore a uniform.</i> <i>He/she played basketball.</i> <i>He/she liked to read and listen to music.</i> <i>He had a dog.</i></p> <p>اسمه / اسمها ... كان عمره، عمرها 16 سنة.</p>	<p>In pairs, students will create a Facebook page describing this character. They will invite their friends to comment and share this page.</p>

	<p>ذهب, ذهبت إلى مدرسة ابن حنبل الثانوية. كان / كانت طالبة جيدة. كان يلبس / كانت تلبس الزي كان يلعب/ كانت تلعب كرة السلة. كان يحب/ كانت تحب القراءة والاستماع إلى الموسيقى. كان لديه كلب.</p>	
Presentational Communication - Writing , Intermediate Low		
<p>14. I can write information about my daily life in a letter, or email message.</p>	<p>Using the past tense, simple structured sentences along with several action verbs and time expressions, students will write their schedule for a school day from last week: <i>I woke up at 6 o'clock.</i> <i>I ate breakfast at...</i> <i>I went to school at...</i> <i>I had lunch at...</i> <i>I played soccer</i> <i>I visited my friend</i> <i>I did my homework</i> <i>I went to sleep</i></p> <p>استيقظت في 06:00. أكلت وجبة الفطور في الساعة... ذهبت إلى المدرسة في ... أكلت الغداء في ... لعبت كرة القدم زرت صديقي عملت واجباتي المدرسية ذهبت إلى النوم</p>	<p>Students will type an email message to a pen pal telling them what they did one day last week. They will be given a “capsule vocabulary” to guide them through.</p>
<p>15. I can write about a familiar experience or event using practiced material.</p>	<p>Comparison between the past and the present in the following areas: School subjects School schedule Extracurricular activities Technology Clothing trends Music Family structure</p>	<p>Students will work in small groups; they will use a Venn diagram to make the comparison between the past and the present using the items they found in the time capsule. They will write a paragraph about these comparisons.</p>

	<p>Specific phrases and vocabulary to use: <i>in the past; in the present; the similarities are....; the differences are....</i></p> <p>في الماضي؛ في الوقت الحاضر؛ أوجه الشبه هيأوجه الاختلاف هي ...</p>	
16. I can write about topics of interest.	<p>Writing about one of these topics:</p> <ul style="list-style-type: none"> • Subjects required at school • A favorite sport played in school • Latest fashion • Popular music and popular bands • The use of technology 	Groups constructing the time capsule will each choose one of the topics to write about. They will write a composition describing the topic along with pictures. The written compositions will be placed in their time capsules.
Interpretive Listening, Novice High		
17. I can sometimes understand simple questions or statements on familiar topics.	<p>Speaking in the past tense Question words Do/is/are/when/where Sample phrases: <i>I went toschool in the city of Beirut in Lebanon.</i> <i>I played soccer.</i> <i>Where did you go to school?</i></p> <p>ذهبت إلى المدرسة في مدينة بيروت في لبنان. لقد لعبت كرة القدم. الى أي مدرسة ذهبت؟</p>	Students will listen to a native guest speaker talking about his life as a teenager in the past. They will answer questions when asked by the speaker.
18. I can understand simple information when presented with pictures and graphs.	<p>Basic direction and preposition words: Right/left/straight North/south/east/west Take Steps to the..... Behind In front of Next to</p> <p>يمين / يسار/على طول شمال / جنوب / شرق / غرب تأخذ الخطوات إلى وراء أمام قرب</p>	For the scavenger hunt activity, students will be given a map of the school. They will listen to directions read by the teacher to locate the time capsule. They will record these directions on their maps to follow.

Interpretive Listening, Intermediate Low

<p>19. I can understand questions and simple statements on everyday topics when I am a part of conversation.</p>	<p>Questions related to school, family, interests, and favorites. Examples include: <i>What subjects are you taking at school?</i> <i>What time do you eat lunch?</i> <i>I like to listen to music while I'm studying.</i> <i>I don't like waking up early.</i> <i>My favorite drink is.....</i> ما هي المواضيع التي تدرسها في المدرسة؟ متى تناول الغداء؟ أحب الاستماع إلى الموسيقى أثناء الدرس. أنا لا أحب الاستيقاظ مبكرا. مشروبي المفضل هو</p>	<p>Students will meet with a guest speakers from Qatar via Skype. They will be able to understand what the speakers are telling them about their daily school routine, their families, and their favorite things.</p>
<p>20. I can understand the basic purpose of the message, and messages related to my basic needs.</p>	<p>Information about classes, lunch time, what's for lunch, break, etc.</p>	<p>Students will listen and respond to commands from the teacher on different school routine activities on an ongoing basis as part of the school routine.</p>

Interpretive Reading, Novice High

<p>21. I can usually understand short simple messages on familiar topics.</p>	<p>Directions and preposition words (mentioned above)</p>	<p>Students will follow the written commands on the walls for the scavenger hunt activity. They will also use their map in which they wrote down information.</p>
<p>22. I can sometimes understand short, simple descriptions with the help of pictures.</p>	<p>Items found in the time capsule (mentioned above)</p>	<p>Each student will be given a sheet containing a list of items and their description that pertain to teens and school. Students will listen to the list read by the teacher first. They will then work in pairs to read each item and determine if it is present in the time capsule that they found.</p>

Interpretive Reading, Intermediate Low

<p>23. I can understand messages in which the writer tells or asks me about topics of personal interests</p>	<p>Favorites: Subjects at school</p>	<p>Students will read simple biographical texts about teens from various Arab countries. They will be</p>
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	Music Food/drink preference Clothing style	given a sheet with sentences describing these individuals. Students will have to match the sentence with the name of the person it belongs to. A variation to the activity would be to give them comprehension questions to answer.
24. I can identify some simple information needed on forms	Form containing biographical information	One of the items students uncover in the time capsule is a biographical data sheet on the teenage character. They will be able to learn basic information about this character by reading the information on the form.
25. I can identify some information from the news media.	Reading comprehension	Students will read a text about a famous personality from the Arab world from the past. They will answer questions on the text.

You may add additional rows as necessary.

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.

Textbooks/Curriculum Materials:

- Exploring Arabic,
- Arabic Curriculum from MSU Flagship,
- Teacher created material

Realia/Authentic Materials:

- Authentic Arabic magazines and Arabic books,
- Stories, maps, posters, authentic photographs, authentic brochures,
- Online materials/internet,
- School supplies representing the time period of the 60s.

Technology:

- Desktop/laptop computers (for research, creating PPTs, typing an email),
- iPads (iMovie, Photo Story),
- Cell phones
- Flip cameras (to record tasks),
- Interactive white boards
- audio files,
- teacher made videos,

- Skype
- Facebook
- Twitter
- Quizlet.com
- Alhakawati.com
- Medi1.com
- Aljazeera.com

Aswaat Arabiya: Website providing a selection of videos and captures taken from authentic Arabic TV programs and shows

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
8:30-9:00	Opening Activities: varies daily to introduce the objectives of today's activities and do a review of the previous day.
9:00-11:00	Rotation 1 (blocks 1, 2, 3): Introduce and activate new vocabulary, and grammatical structures through various interpersonal and interpretive activities. Snack/Restroom Break from 10:15 to 10:30
11:00-12:00	Art class/Story Telling/cultural activity (teachers take turns for a 30 min. break)
12:00-12:30	Lunch: immersive setting in which the students take lunch in the company of the teachers while holding simple conversations in Arabic
12:30-1:00	Music Lesson/Cultural Dance
1:00-2:30	Rotation 2 (blocks 4, 5, 6): Applying and reinforcing the newly introduced concepts and previous ones using interpretive and presentational activities
2:30-3:30	Rotation 3 (blocks 7, 8): whole group/review and closure