

# Student Program Curriculum

## Basic Program Information

<b>Host Institution:</b>	University of New Mexico
<b>Program Title:</b>	Arabic in New Mexico
<b>Curriculum Title:</b>	Arabic In New Mexico
<b>Language(s):</b>	Arabic;
<b>Grade(s) of Learners:</b>	G6-8; G9-12;
<b>Language Background:</b>	Heritage; Non-heritage;
<b>Program Setting:</b>	Non-residential
<b>Program Type:</b>	Blended
<b>Duration:</b>	24 Days

**Contact Hours:** 114 Hours

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

### **Target Proficiency/Target Performance**

#### **Target Proficiency Level (by end of program):**

Novice Range, Intermediate Range

#### **Target Performance Level(s) (during and by end of program):**

Novice High, Intermediate Mid

### **Program Overview and Theme**

The theme of our program is Arabic in New Mexico: A Common Past and Shared Future. This builds on the theme of the STARTALK program at the University of New Mexico fielded in summer 2015 by the Program in Africana Studies. Using the principle of backward design, our 2016 program is divided into four subthemes that integrate the teaching of language and culture using the World-readiness

Standards for language learning and the NCSSFL-ACTFL Can-Do Statements. These themes are: Me and My Family, Me and My Home, Me and My Activities, and Me and My Neighbors. The final subtheme is a capstone for the course that addresses media biases and stereotypes. Each weekly subtheme will then target NCSSFL-ACTFL Can-Do Statements at the Novice and Intermediate levels across all three modes of communication. These modes will be integrated within the themes and lessons. For example, in the subtheme “Me and My Family,” learners will read examples of family trees (interpretive reading) before making their own (presentational writing), discussing and asking questions about the information on their family trees with their classmates, student mentors, and community members (interpersonal communication), and then sharing what they have learned with a small group (presentational speaking) before writing up more detailed information about their family members in a picture blog (presentational writing). In addition to the communication standard, our program will also include the other World-readiness Standards for language learning. To address the communities, comparisons, connections and culture standards, we will partner with local Arab communities to allow students to meet local Arabic speaking peers and their families. Discussing the weekly subthemes with these community members will allow students to draw connections and make comparisons between their lives and those of local Arabic speakers as well as Arabic speakers abroad. Community visits related to the overall theme, such as a visit to the Spanish-Moorish gardens or local refugee service sites will also help students make connections between their own lives and those of Arabic-speaking peers. Students with an Arabic background will reach intermediate mid proficiency, and students without prior Arabic knowledge will reach novice high proficiency. We are aware that several weeks of our program are during the month of Ramadan. Unfortunately this was the best time to recruit a large number of students working with the Albuquerque Public School and University of New Mexico schedules. We do not anticipate that this will be a problem for the majority of our students and it is

not a problem for our staff. We hope to make use of the intersection of our program with Ramadan. For example, we plan to hold an iftar with local community members as one of the cultural activities, and also show students how the same type of lanterns used to decorate Old Town Albuquerque are a key feature of Ramadan in Egypt. Independence Day and Eid al-Fitr will be program holidays.

<b>Learning Goals</b>	
<b>NCSSFL-ACTFL Global Can-Do Benchmarks</b> Be sure to label the mode and proficiency level of each statement.	<b>Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements</b>
<b>Interpersonal Communication</b>	
(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. )(Intermediate Mid: I can participate in conversations on familiar topics using sentences	1. I can order a meal (NH)
	2. I can talk about my daily routine (IM)
	3. I can interview someone for a project or publication (IM)

<p>and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.)</p>	
<p><b>Interpretive Listening</b></p>	
<p>(Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.) (Intermediate Mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.)</p>	<p>4. I can sometimes understand if people are talking about their homes or asking for directions (NH)</p>
	<p>5. I can understand peers' recorded descriptions about themselves or their avatars (IM)</p>
	<p>6. I can understand someone describing their daily routine (IM)</p>
	<p>7. I can identify some activities in a description of a daily routine (NH)</p>

<b>Interpretive Reading</b>	
<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>(Intermediate Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.)</p>	8. I can understand a menu from a local restaurant (IM)
	9. I can understand some items on the menu from a local restaurant (NH)
	10. I can read and understand a family tree (NH)
	11. I can understand my neighbor's description of family members (IM)
<b>Presentational Speaking</b>	
<p>(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)(Intermediate Mid: I can make presentations on a wide variety of familiar topics using connected sentences.)</p>	12. I can describe my family and friends (NH)
	13. I can present information about something I learned in the community (NH)

	14. I can report a social event that I attended (IM)
<b>Presentational Writing</b>	
(Novice High: I can write short messages and notes on familiar topics related to everyday life.)(Intermediate Mid: I can write on a wide variety of familiar topics using connected sentences.)	15. I can write about common events and daily routines (IM)
	16. I can write about my house (NH)
	17. I can describe my family and friends (NH)

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

<b>Summative Performance Assessment</b>		
<b>INTERPRETIVE TASK</b>	<b>INTERPERSONAL TASK</b>	<b>PRESENTATIONAL TASK</b>
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.
Novice High: Me and My House: Individually, students will look at pairs of houses or buildings from both North	Novice High: Me and My House: Students will get into small groups and compare the simple notes they	At the end of each week, students will give a presentation based on the weekly theme in front of the class. Novice High:

Africa and New Mexico along with simple descriptions of these houses and write down simple similarities and differences between these houses. Me and My Family: Students will go around the room reading other students' family trees and answering simple questions on a grid sheet (What is x's father's name? Who has the most brothers? etc.) Me and My Neighbors: Students will listen to a presentation about the refugee center and will write down in a grid format basic information about what they have heard and questions they may have for the refugees. Me and My Activities: Students will compare and contrast Arab restaurants using a grid format to

took on Arab and New Mexico houses; each group will talk with each other about which house they would rather live in, exchanging basic information about their favorite house. Me and My Family: Students will go around the room asking simple questions about each other's' families and what they like to do; responses will be written down in a grid format. Me and My Neighbors: Students will visit a refugee center where they will have simple conversations with refugees and center workers. Me and My Activities: Students will visit an authentic Arab restaurant and order their food in Arabic. Intermediate Mid: Me and My House: Students will get into

Me and My House: Students will give a simple presentation on their house based on a drawing they completed. Me and My Family: students will give a simple presentation on their family tree (This is my Mom - she likes soccer - etc.) Me and My Neighbors: Students will give a basic presentation on who they met and what they learned about the people at the refugee center as well as basic pieces of information about the mosque. Me and My Activities: Students will give a presentation on what they think the best Arab restaurant is and why, and try to convince the class that their restaurant choice is the best restaurant choice. Students will start writing journals/blogs

categorize restaurants, including food types and cost, ultimately choosing the best restaurant. Intermediate Mid: Me and My House: Individually, students will look at pairs of houses or buildings from both North Africa and New Mexico along with detailed descriptions of these houses and write down the similarities and differences between these houses. Me and My Family: Students will go around the room reading other students' family trees and answering a variety of questions on a grid sheet . (What does x's brother look like? What does x's mother do in her spare time? etc.) Me and My Neighbors: Students will listen to

small groups and compare the notes they took on Arab and New Mexico houses; each group will talk in detail with each other about which house they would rather live in and why. Me and My Family: Students will go around the room asking detailed questions about each other's families and what they like to do as well as what they look like; responses will be written down in a grid format. Me and My Neighbors: Students will visit a refugee center where they will have conversations and more detailed interviews with refugees and center workers. Me and My Activities: Students will share their daily schedules with each other in a circle "speed-friending" format

in class based on the weekly themes. These journals will be collected on Fridays to assess how students are progressing. Intermediate Mid: Me and My House: Students will give a detailed presentation on their house and compare it to a typical North African home Me and My Family: students will give a detailed presentation on their family tree and give physical descriptions of each person Me and My Neighbors: Students will give a detailed presentation on who they met and what they learned at the refugee center as well as what they learned at the mosque. Me and My Activities: Students will give a presentation on their daily schedule, including a description of

a presentation about the refugee center and will write down in a grid format basic information about what they have heard and questions they may have for the refugees. Me and My Activities: Students will compare and contrast Arab restaurants using a grid format to categorize the various restaurants, including food types, cost, setting, and location, ultimately choosing the best restaurant. When other students give presentations, students will write down answers to given questions based on the presentations based on class proficiency level (What is his brother's name? What does his father look like? etc.)

and will write down each other's daily schedules, noting commonalities and differences. At each proficiency level, students will comment on each other's weekly journal entries.

their favorite hobbies and why they like to do them. Students will write journals/ blogs in class based on the weekly themes. These journals will be collected on Fridays to assess how students are progressing. Towards the end of the month, students will work on a short skit. Students will highlight the similarities and differences between their life in New Mexico as well as the lives of people living in the Middle East. Parents and other community members will be invited to these skits.

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

<b>Learning Experiences</b>			
<b>No.</b>	<b>Program Can-Do Statements NCSSFL- ACTFL Can-Do Statements</b>  Learners can...These Can-Dos are from Stage 1 Learning Targets.	<b>Language, Culture, Content</b>  Learners need to use...List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.	<b>Major Learning Experiences &amp; Evidence</b>  Learners will experience & demonstrate...Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpersonal Communication</b>			

<p>1</p>	<p>I can order a meal (NH)</p>	<p>Novice High: Vocabulary: food; numbers Grammar: ordering food (I want vs. give me); numbers (prices) Cultural Knowledge: what kinds of food are available in the middle east; comparisons between New Mexican and Arab foods; ways to politely order food                  Intermediate Mid: Vocabulary: food; numbers; ingredients; allergens Grammar: ordering food (I want vs. give me); numbers (prices) Cultural Knowledge: what kinds of food are available in the middle east; comparisons between New</p>	<p>Novice High: Students will practice by taking turns as waiters and patrons in 'restaurants' set up in the classroom using menus they create Students will be taken to a local Arab restaurant where they will order Arab food in Arabic                  Intermediate Mid: Students will practice by taking turns as waiters and patrons in 'restaurants' set up in the classroom using menus they created; students will also be given a specific allergy and a budget, forcing students to ask about ingredients and prices Students will be taken to a local Arab restaurant where they will order Arab food in Arabic and also inquire about ingredients</p>
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		Mexican and Arab foods; ways to politely order food	
2	I can talk about my daily routine (IM)	<p>Novice High Vocabulary: times; hobbies; meals; some simple daily use verbs (wake up; go to sleep; etc.) Grammar: gender agreement; present tense verbs (some conjugations) Cultural Knowledge: daily routines in New Mexico. vs. the Arabic speaking world; common and different activities both in New Mexico and in the Middle East Intermediate Mid: Vocabulary: times; hobbies; meals; verbs (wake up; go to sleep; etc.); adverb modifiers (usually;</p>	<p>Novice High: Students will be assigned numbers (either 'one' or 'two'); students will then be arranged in a circle of stations where at each station there is a specific time (i.e. 9:00 am; 7:00 pm); students will talk in pairs, using simple statements or phrases, about what they do each day at that time; then students who have the number 'one' will go left and students who have the number 'two' will go right, ensuring all students have different partners for the activity Intermediate Mid: Students will be assigned numbers (either 'one' or</p>

		<p>etc.) Grammar: ordinal numbers; gender agreement; present tense verbs (some conjugations); some hollow verbs Cultural Knowledge: daily routines in New Mexico. vs. the Arabic speaking world; common and different activities both in New Mexico and in the Middle East</p>	<p>'two'); students will then be arranged in a circle of stations where at each station there is a specific time (i.e. 9:00 am; 7:30 pm); students will talk in pairs about what they usually do each day at that time; then students who have the number 'one' will go left and students who have the number 'two' will go right, ensuring all students have different partners for the activity</p>
<p>3</p>	<p>I can interview someone for a project or publication (IM)</p>	<p>Novice High: Vocabulary: question words; simple travel related vocabulary (boat; plane; etc.); simple daily routine vocabulary (I sleep; etc.) Grammar: some present tense verbs; some past</p>	<p>Novice High and Intermediate Mid: Students will be taken to a local refugee center where they will speak with refugees there, asking them about their lives and how their lives have changed or stayed the same in Albuquerque;</p>

tense verbs; question words  
Cultural Knowledge: students will learn about the experiences of refugees; different reasons for refugee status Intermediate Mid: Vocabulary: question words; travel related vocabulary (boat; plane; I traveled: etc.); daily routine vocabulary (I sleep; I used to eat; etc.); reasons why people would leave a country (war; job; money; education; etc.); because Grammar: present tense verbs; past tense verbs, including past continuous ('kaana'); question words; uses of 'because' Cultural Knowledge: students will learn

students' interviews will be recorded (with permission from the refugees) Students will do the interviews in pairs, with Intermediate Mid students paired with Novice High students, to ensure understanding and successful interviews; students will be instructed that each student must ask 50% of the questions in order to ensure the stronger students don't monopolize the interview Students will practice, coming up with questions and asking each other these questions, then combining the classes to practice, to ensure a successful trip To show they understood the interview process, after visiting the refugee center, students will have the opportunity to reflect and write

		<p>about the experiences of refugees; different reasons for refugee status</p>	<p>about what they learned concerning the refugees' lives in their weekly blog; students will have the opportunity to comment on each other's blogs Students will then compile the stories into one pamphlet in Arabic to then be given back to the refugees [note: we understand that this is combining several skill sets, but wanted to include a holistic presentation of this exercise]</p>
<p><b>Interpretive Listening</b></p>			
4	<p>I can sometimes understand if people are talking about their homes or asking for directions (NH)</p>	<p>Novice High: Vocabulary: direction words (left; right; in front; etc.); adjectives (big; small; etc.); some colors; rooms (kitchen; bedroom;</p>	<p>Novice High: To practice directions, students will be taken outside and put into teams; one team member will be blindfolded; the rest of the team shouts</p>

etc.) Grammar: 'idaafa' construct; gender agreement; commands (turn left; etc.) Cultural Knowledge: students will compare and contrast homes in the Arab world and New Mexico; students will understand how directions may be different in the Middle East vs. America (street signs vs. landmarks) Intermediate Mid: Vocabulary: direction words (left; right; in front; etc.); adjectives; colors; rooms (kitchen; bedroom; etc.); landmarks (waterfall; pond; statue; etc.) Grammar: 'idaafa' construct; gender agreement; commands (turn left; etc.); color and gender agreement; non-

directions at them as they follow a line of chalk on the ground Students will participate in a scavenger hunt, where they will have to locate items based on verbal directions and bring them back to the classroom Students will take turns speaking about their houses; the rest of the students will have to draw the house described to show they understand the description of the home Intermediate Mid: Students will participate in a complex, university-wide scavenger hunt, where they will have to locate items based on verbal directions and bring them back to the classroom Students will listen to descriptions of houses in the Arab world in the computer

		<p>human plurals Cultural Knowledge: students will compare and contrast homes in the Arab world and New Mexico; students will understand how directions may be different in the Middle East vs. America (street signs vs. landmarks)</p>	<p>lab, answering certain questions about the homes to ensure understanding</p>
<p>5</p>	<p>I can understand peers' recorded descriptions about themselves or their avatars (IM)</p>	<p>Novice High: Vocabulary: some colors, adjectives (long; short; tall; etc.); clothing; hobbies and studying interests Grammar: adjectives and gender agreement; some present tense verbs Cultural Knowledge: how students dress in New Mexico as opposed to in the Middle East; common hobbies</p>	<p>Novice High: Students will choose an avatar from a provided group of Arab avatars representing a variety of countries and backgrounds; students will then record very simple descriptions of themselves based on these avatars; other students will have to guess which avatar they are based on the description Students will post online [using Learn]</p>

and backgrounds in New Mexico and North Africa Intermediate  
Mid: Vocabulary: colors, including hair color; adjectives (long; short; tall; etc.); body parts; clothing; hobbies and studying interests; family background; numbers (ages)  
Grammar: adjectives and gender agreement, including color; present tense verbs; grammar specific to body parts Cultural Knowledge: how students dress in New Mexico as opposed to in the Arab world; common hobbies and backgrounds in New Mexico and the Arab world

a very simple spoken description of themselves, what they are wearing, what they like to study and their hobby; other students will draw pictures based on the description as well as fill in information next to the pictures about hobbies, etc.; instructors will include recordings of Arabic speakers Intermediate Mid: Students will choose an avatar from a provided group of Arab avatars representing a variety of countries and backgrounds; students will then record descriptions of themselves based on these avatars; other students will have to guess which avatar they are based on the description Students will post a description of themselves, what they

			<p>are wearing, what they like to study and do in their spare time, and their family background; other students will draw pictures based on the description as well as fill in information next to the pictures about hobbies, interests, and backgrounds; instructors will include recordings of Arabic speakers</p>
6	I can understand someone describing their daily routine (IM)	<p>Intermediate Mid (see #7 below for Novice High): Vocabulary: times; hobbies; meals; normal daily use verbs (wake up; go to sleep; etc.); adverb modifiers (usually; etc.) Grammar: ordinal numbers; gender agreement; present tense verbs; hollow verbs Cultural Knowledge:</p>	<p>Intermediate Mid (see #7 below for Novice High): Students will go around and fill in a grid sheet, talking with each other about what they do at certain times or when and what they eat breakfast; responses will be recorded in the grid In the computer lab, students will listen to authentic recordings of people from the</p>

		daily routines in New Mexico. vs. the Arabic speaking world; common and different activities both in New Mexico and in the Arab world	Arab world describing their daily routines; students will record this information in a grid
7	I can identify some activities in a description of a daily routine (NH)	Novice High (see #6 above for Intermediate Mid): Vocabulary: simple times; some hobbies; meals; normal daily use verbs (wake up; go to sleep; etc.) Grammar: ordinal numbers; gender agreement; present tense verbs Cultural Knowledge: daily routines in New Mexico. vs. the Arabic speaking world; common and different	Novice High (see #6 above for Intermediate Mid): Students will go around and fill in a grid sheet, talking with each other about what they do at certain times of the day; responses will be recorded in the grid In the computer lab, students will listen to recordings of people from the Arab world describing simple daily routines; students will record this information in a grid

		activities both in New Mexico and in the Arab world	
<b>Interpretive Reading</b>			
8	I can understand a menu from a local restaurant (IM)	Intermediate Mid (for Novice High, see #9 below): Vocabulary: food; numbers; adjectives Grammar: matching gender of complex adjectives (spicy; mild, etc.) to nouns; numbers (prices); ingredients Cultural Knowledge: what kinds of food are available in the Arab world; comparisons between New Mexican and Arab foods; ways to politely order food	Intermediate Mid (for Novice High, see #9 below): Students will read authentic texts and match descriptions of food to images Students will be given a list of allergens (peanuts, gluten, etc.) and lists of ingredients of different menu foods; students will locate which menu items to avoid based on the list of allergens and which menu items are safe After creating their own menus, students will go around the room, reading the other students'

			menus and will vote for the best menu based on what they have read
9	I can understand some items on the menu from a local restaurant (NH)	Novice High (for Intermediate Mid, see #8 above): Vocabulary: food; numbers Grammar: gender of simple adjectives (big; small, etc.) to nouns; numbers (prices) Cultural Knowledge: what kinds of food are available in the Arab world; comparisons between New Mexican and Arab foods; ways to politely order food	Novice High (for Intermediate Mid, see #8 above): Students will read authentic texts and match simple descriptions of food to images. After creating their own simple menus, students will go around the room, reading the other students' menus and voting on the best menu based on what they have read
10	I can read and understand a family tree (NH)	Novice High: Vocabulary: family members; simple adjectives Grammar: demonstrative pronouns;	Novice High: Students will read an example family tree from a famous Arab family After creating their own family

attached pronouns; superlatives  
Cultural knowledge: family structures in New Mexico and in the Arab world; friendships in the Middle East (men holding hands; friendships between genders and their taboo in some places; etc.) Intermediate Mid: Vocabulary: extended family members; adjectives Grammar: demonstrative pronouns; attached pronouns; superlatives; human plurals Cultural knowledge: family structures in New Mexico and in the Arab world; friendships in the Middle East (men holding hands;

trees, students will go around the room reading other students' family trees by going on a scavenger hunt (Who has the most brothers? Who has the largest family? The smallest? etc.) Intermediate Mid: Students will read an example family tree from a famous extended Arab family, such as the family of the Prophet Muhammad After creating their own extended family trees, students will go around the room reading other students' family trees by going on a scavenger hunt (Who has the most cousins? Who has the largest family? What do they look like? etc.)

		friendships between genders and their taboo in some places; etc.)	
11	I can understand my neighbor's description of family members (IM)	<p>Novice High: Vocabulary: simple colors; adjectives (long; short; tall; etc.); clothing; hobbies; jobs</p> <p>Grammar: adjectives and gender agreement; some present tense verbs Cultural Knowledge: how families are structured and behave in New Mexico as opposed to in the Arab world; common hobbies and backgrounds in New Mexico and the Arab world</p> <p>Intermediate Mid: Vocabulary: colors, including hair color; adjectives (long; short; tall; etc.); body parts; clothing; hobbies;</p>	<p>Novice High: Students assemble a collage of their closest family and friends including pictures and/or elements that represent key elements of their identity. They use these portraits to introduce their family and friends. [note: supplemental pictures provided for those who would rather not talk about their family] In small groups, students will describe one of the family members in their picture; other students will have to guess who they are describing by pointing to the picture being described.</p> <p>Intermediate Mid: In a circle format,</p>

		<p>jobs; numbers (ages) Grammar: adjectives and gender agreement, including color; present tense verbs; grammar specific to body parts Cultural Knowledge: how families are structured and behave in New Mexico as opposed to in the Arab world; common hobbies and backgrounds in New Mexico and the Arab world</p>	<p>students in pairs will describe their relatives to each other without revealing what the relationship is to them (father; brother; etc.) based on a picture or pictures brought in from home; the other student will have to draw the relative being described and then guess what the relationship is to them (note: students who are uncomfortable describing their family members or who are unable to bring in pictures will be provided with Middle Eastern avatars); students will then compare pictures they drew to the actual pictures</p>
<p><b>Presentational Speaking</b></p>			

<p>12</p>	<p>I can describe my family and friends (NH)</p>	<p>Novice High: Vocabulary: family members; simple adjective describing people (tall/short; etc.); jobs/areas of study Grammar: demonstrative pronouns; 'nisba' adjective; gender agreement; question markers; [some] present tense verbs; likes and dislikes; [some] attached pronouns Cultural knowledge: Family structures in New Mexico and the Arab world; friendships in the Middle East (men holding hands; friendships between genders and their taboo in some places; etc.) Intermediate Mid: Vocabulary: colors, including hair</p>	<p>Novice High: Students assemble a collage of their closest family and friends including pictures and/or elements that represent key elements of their identity. They use these portraits to introduce their family and friends. [note: supplemental pictures provided for those who would rather not talk about their family] In front of the class, students will present one or more people in their collage. Intermediate Mid: Students will describe their relatives and friends based on a collage they have made in front of the class (note: students who are uncomfortable describing their family members or who are unable to bring</p>
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		<p>color; adjectives (long; short; tall; etc.); body parts; clothing; hobbies; jobs; numbers (ages) Grammar: adjectives and gender agreement, including color; present tense verbs; grammar specific to body parts Cultural knowledge: Family structures in New Mexico and the Arab world; friendships in the Middle East (men holding hands; friendships between genders and their taboo in some places; etc.)</p>	<p>in pictures will be provided with Middle Eastern avatars)</p>
<p>13</p>	<p>I can present information about something I learned in the community (NH)</p>	<p>Novice High (see #14 below for Intermediate Mid): Vocabulary: house-related vocabulary [dining room; living room; etc.]; simple</p>	<p>Novice High (see #14 below for Intermediate Mid): Students will present information about a style of housing we witnessed out in New Mexico (field</p>

		<p>descriptions [near/far; big/small; etc.] Grammar: gender agreement; adjectives; simple colors Cultural knowledge: Housing structures in New Mexico (particularly adobes) vs. examples of houses in the Arab world (particularly North Africa)</p>	<p>trip to local mosques; Old Town; etc.) and will give a presentation comparing the mosque they visited to a mosque they found in the Middle East on the internet [note: this will be a very simple presentation, such as big or small; close or far to the university; beautiful or ugly; whether they like it or didn't like it)</p>
14	I can report a social event that I attended (IM)	<p>Intermediate Mid (see #13 above for Novice High): Vocabulary: adjectives; adverbs; 'because' words; religious-related vocabulary; times Grammar: fronted predicate; gender agreement;</p>	<p>Intermediate Mid (see #13 above for Novice High): Students will visit a local mosque; upon return the following day, each student will give a short presentation about what they learned at the mosque and will compare the mosque they visited to a mosque they found in the Middle East on the internet</p>

			<p>[note; this presentation will be more in depth than what is expected for novice high level] Students will visit a local refugee center; upon return the following day, students will give a short presentation about what they learned at the refugee center</p>
<b>Presentational Writing</b>			
15	I can write about common events and daily routines (IM)	<p>Novice High: Vocabulary: times; hobbies; meals; some normal daily use verbs (wake up; go to sleep; etc.) Grammar: ordinal numbers; gender agreement; present tense verbs; hollow verbs Cultural Knowledge: daily routines in New</p>	<p>Novice High: In a blog post on Learn, students will write simple sentences or a grid about their daily routine, making sure to note what they do at certain times Using simple sentences or a grid format, students will write a blog post about a common Friday routine in the Middle</p>

Mexico. vs. the Arabic speaking world; common and different activities both in New Mexico and in the Arab world Intermediate Mid: Vocabulary: times; hobbies; meals; normal daily use verbs (wake up; go to sleep; etc.); adverb modifiers (usually; etc.) Grammar: ordinal numbers; gender agreement; present tense verbs; hollow verbs Cultural Knowledge: daily routines in New Mexico. vs. the Arabic speaking world; common and different activities both in New Mexico and in the Arab world

East they have been exposed to from other lessons, including a trip to the mosque for Muslim families [OR will write about a common Sunday routine in the Middle East, including a trip to the church for Christian families] Intermediate Mid In a blog post on Learn, students will write about their daily routine using complete sentences, making sure to note what they do at certain times In a blog post, students will write about a common Friday routine in the Middle East they have been exposed to from other lessons, including a trip to the mosque for Muslim families [OR will write about a common Sunday routine in the

			Middle East, including a trip to the church for Christian families]
16	I can write about my house (NH)	<p>Novice High: Vocabulary: house-related vocabulary (dining room; living room; etc.); simple adjectives (near/far; big/small; etc.); some colors Grammar: gender; adjectives; simple colors; attached pronouns Cultural Knowledge: Housing structures in New Mexico (particularly adobes) vs. examples of houses in the Arab world (particularly North Africa) Intermediate Mid: Vocabulary: house-related vocabulary (dining room; living</p>	<p>Novice High: Students will draw a picture of their house and label the rooms. They will also write some statements about the house such as "my bedroom is small... the house is on Valencia St... the house is close to the university..." etc. Intermediate Mid: Students will write a description of their house, including descriptions of what it looks like from the outside as well as the inside, including furniture Students will then write comparing their house to a North African house</p>

		<p>room; etc.); adjectives (stucco; adobe; etc.); colors; household furniture and appliances Grammar: gender; adjectives; simple colors; attached pronouns Cultural Knowledge: Housing structures in New Mexico (particularly adobes) vs. examples of houses in the Arab world (particularly North Africa)</p>	
<p>17</p>	<p>I can describe my family and friends (NH)</p>	<p>Novice High: Vocabulary: family members; simple adjectives describing people (tall/short; etc.); jobs/areas of study Grammar: demonstrative pronouns; 'nisba' adjective; gender; question markers; [some] present tense</p>	<p>Novice High: As they learn new words and information, students will fill in their family trees by adding descriptions to the pictures, as well as family members' jobs and areas of study. Novice High: Using simple sentences, students will write down descriptions of their</p>

verbs; likes and dislikes; [some] attached pronouns Cultural knowledge: Family structures in New Mexico and the Arab world; friendships in the Middle East (men holding hands; friendships between genders and their taboo in some places; etc.) Intermediate Mid: Vocabulary: colors, including hair color; adjectives (long; short; tall; etc.); body parts; clothing; hobbies; jobs; numbers (ages) Grammar: adjectives and gender agreement, including color; present tense verbs; grammar specific to body parts Cultural knowledge: Family structures in New Mexico and

family and friends in their online blogs. Intermediate Mid: Novice High: Using complex sentences, students will write down descriptions of their family and friends in their online blogs.

		<p>the Arab world; friendships in the Middle East (men holding hands; friendships between genders and their taboo in some places; etc.)</p>	
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**Materials & Other Resources**

Alif Baa Textbook Al-Kitaab Textbook [vol. 1] Some Arabian Sinbad clips [note: we are aware that the targeted level for this series is elementary school, but we had success in our University lessons with some clips, and we had success with some clips with our previous STARTALK program] otlob.com [online menus in Arabic] arabicalmasdar.org [note: This is a repository for Arabic resources and not a specific resource. We will be consulting this resource as we create learning plans, and as we discover good resources and materials, we will share them with STARTALK] learn [Blackboard] platform

**Daily Schedule**

Schedule	Activity
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9:00-10:20	First @30 minutes: Warm-up/welcoming activities Next @20 minutes: introduction of new vocabulary/ reinforcement of vocabulary studied at home the night before through: 1) vocabulary games such as go fish, fly swatter, and bop that get students to actively move. These games include reading and writing the words. 2. Students in the beginning group learn a new letter or letters. Students will spot them in the new vocabulary through interactive games (fly swatter, yes or no, etc.) OR 2. Use of vocabulary in interactive contexts (activity will depend on vocabulary learned), such as: Circle game (students form two concentric circles and move around, practicing introductions or other vocabulary); theater/skits (students mimic being at a restaurant and ordering); etc.
10:30-11:00	Students practice reading and writing through interactive games (memory - matching pictures with words - story games where students take turns writing a line of a story; etc.)
11:00-12:00	computer lab; students will review day's vocabulary and can-do statements in a variety of ways, such as: 1. listening to an activity online and responding, then comparing with fellow students 2. working in small groups or by themselves to prepare a small presentation or skit in front of class 3. writing in their blogs 4. final minutes: students enter data into linguafolio
12:00-1:00	lunch (activities surrounding food)

1:00-3:00 (Tuesdays and Thursdays)	Local field trips or other intensive activities (vary by day; field trips to local mosques and architectural sites; activities involving the family such as creating family trees or inviting family members of heritage speakers to speak about themselves and their families; etc.)
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