

# Student Program Curriculum

## Basic Program Information

<b>Host Institution:</b>	Boston Public Schools, City of Boston
<b>Program Title:</b>	Arabic Summer Academy
<b>Curriculum Title:</b>	Intermediate Arabic Curriculum (Arabic 2)
<b>Language(s):</b>	Arabic;
<b>Grade(s) of Learners:</b>	G9-12;
<b>Language Background:</b>	Heritage; Non-heritage;
<b>Program Setting:</b>	Non-residential
<b>Program Type:</b>	Face-to-face
<b>Duration:</b>	22 Days

**Contact Hours:** 143 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):**

Intermediate Range

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

Novice Mid, Novice High, Intermediate low

### **Program Overview and Theme**

The STARTALK Arabic Summer Academy provides students from Boston Public Schools and other area schools with an introduction to Arabic language and culture through a simulated visit to and exploration of a major Arab city. Students will learn to read, write and speak Arabic with the goal of communication: they will learn to read Arabic script in order to read signposts and menus; they will learn

how to greet strangers and interact politely with them; and they will be able to ask for directions and take a shopping trip, interacting with shopkeepers in Arabic. Through this exploration of the city, students will learn and experience Arabic in an authentic cultural context, encountering and analyzing the real, every-day products and practices of Arab cities. Students will study features of Arab city design and Islamic architecture, in preparation for a field trip to a Boston mosque where they will connect with local Arab and Muslim communities. Exploring and describing another city will grant students the opportunity to look closely at life in their own city: they will be able to describe their own daily routines, making simple comparisons between their life and that of an urban Arab teenager. The communicative and cultural aspects of the theme will guide all of the classes and activity clubs that students participate in throughout the summer. All students will learn to communicate through the presentational, interpretive, and interpersonal modes in a variety of straightforward situations that would take place while visiting an Arab city. Students' interaction with language and culture through the STARTALK Arabic Summer Academy will equip them to communicate with sympathetic native speakers of the language, and for further study of the language in the US and abroad. Note on heritage learners: The portion of our students who are heritage learners (usually around 20%) will be able to take an active part in lessons that are differentiated according to their backgrounds. At times when the material that is presented is familiar to heritage learners (as is often the case with the alphabet) heritage learners will review their knowledge and then take part in other enrichment tasks. At other times, lessons will be flexible enough to encourage students to push themselves to the level that will challenge them. Furthermore, teachers will take advantage of heritage learners' experience to benefit the class as a whole. Asking these students to share their own

knowledge and personal experience with their classmates will provide another basis for comparison within the various communities of the Arab world as a whole.

<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>	
(Intermediate Low: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. )	1. I can have a simple conversation on activities in my daily life as a high school student in Boston
	2. I can express my reactions and emotions to my classmates when they share rough drafts of their final writing project

	<p>3. I can ask questions and seek more information from Arabic 1 customers during our ASA souq (market) simulation</p>
<p><b>Interpretive Listening</b></p>	
<p>(Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.)</p>	<p>4. I can understand simple stories about Arab teenagers' daily life in a big city.</p>
	<p>5. I can understand directions or instructions navigating around my city and an Arab city</p>
	<p>6. I can understand the directions about how to set-up our ASA souq (market) and the goals of playing the market simulation</p>
<p><b>Interpretive Reading</b></p>	

<p>(Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar.)</p>	<p>7. I can understand a letter written to me by another student inquiring about life in my city</p>
	<p>8. I can interpret the signs and directions posted by our fellow students around our academy that we have set up like an Arab city</p>
	<p>9. I can understand some information a short story about the daily life of high schoolers in an Arab city</p>
<p><b>Presentational Speaking</b></p>	
<p>(Intermediate Low: I can present information on most familiar topics using a series of simple sentences.)</p>	<p>10. I can describe the items for sale in my shop to Arabic 1 customers during our ASA souq (market) simulation</p>
	<p>11. I can present a short skit about getting lost and politely asking for directions in a major Arab city</p>

	<p>12. I can express my thoughts and give feedback about my classmates' final writing project</p>
<p><b>Presentational Writing</b></p>	
<p>(Intermediate Low: I can write briefly about most familiar topics and present information using a series of simple sentences.)</p>	<p>13. I can prepare materials (advertising posters, brochures, price lists, inventory lists) about the products that I am selling in my shop leading up to our ASA souq (market) simulation</p>
	<p>14. I can compare my life as an American high school student with that of a typical urban Arab high school student in my final writing project</p>
	<p>15. I can write questions to obtain and clarify information from my classmates when writing on the "Facebook" page</p>



## 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.
Students will listen to multi-step directions within the school building (set up as a city) and be assessed on their	In small groups, students will play the role of shopkeepers at our ASA souq (market). Students compete with other	Students will write a functional, multi-paragraph narrative to compare their daily activities in Boston with those

<p>ability to follow directions and modes of transportation accurately for both the city of Boston and a major city in the Arab World.</p>	<p>shopkeepers to try and earn the most money for their products. In doing so, students must be able to describe their products as well as ask and answer their customers' questions about what is being sold.</p>	<p>of a teenager living in an Arab city (in the form of a letter to a pen pal, a city tour guide for an Arab friend, or a dual narrative book)</p>
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## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences			
No.	Program Can-Do Statements NCSSFL- ACTFL Can-Do Statements Learners can...These Can-Dos are from Stage 1 Learning Targets.	Language, Culture, Content 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.	Major Learning Experiences & Evidence 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.
Interpersonal Communication			

<p>1</p>	<p>I can have a simple conversation on activities in my daily life as a high school student in Boston</p>	<p>- to go / to walk / to study / to work / to live / to play / to watch / to use / to ride / to run - city / neighborhood / street - school / class - bus / metro / train - Use of nominal sentences, verbal sentences, prepositions, conjugation in the present tense, use of the particle <i>bi</i> and the jussive</p>	<p>Students interview each other about their daily lives, asking and answering questions. Students describe the daily schedules of others that they know or their friends</p>
<p>2</p>	<p>I can express my reactions and emotions to my classmates when they share rough drafts of their final writing project</p>	<p>- good / not good - right / wrong - I think that . . . - I feel . . . - clear / unclear - use of negation to indicate opinions - happy / sad / confused / angry</p>	<p>Students will read each others' writing drafts Students will use a graphic organizer to construct their opinions and feedback to their peers' writing drafts Students will provide constructive feedback about their peers' drafts</p>

3	I can ask questions and seek more information from Arabic 1 customers during our ASA souq (market) simulation	- Welcome! - Can I help you? - Culturally appropriate phrases in dialect that one would expect in shopping situations (bless your hands / tislam idayk, on my eye / 'ala 'ayni) - Come back soon!	Level 2 students will act as shopkeepers and seek to attract as many customers (level 1 students) as possible to their stores during the ASA souq (market) simulation Students will answer customers' questions while also trying to convince them of the product they are selling
<b>Interpretive Listening</b>			
4	I can understand simple stories about Arab teenagers' daily life in a big city.	- to go / to return / to play / to eat / to study / to practice / to sleep / to spend time - Grammar: Students will be able to conjugate in the present tense, use prepositions to	Students will watch short clips of Arab teenagers discussing their daily schedules Students will write schedules of their own days Students will interview

		<p>inform location, use and understand gender agreement with nouns and adjectives. - Comparing the differences and similarities in norms and routines between the Western world and the Arab world.</p>	<p>each other about specifics of their daily schedules.</p>
5	<p>I can understand directions or instructions navigating around my city and an Arab city</p>	<ul style="list-style-type: none"> <li>- Students will learn the irregular plural patterns of high frequency nouns used in navigation activities</li> <li>- left / right / forward / stop - inside / outside / north / south / east / west</li> <li>- Students will learn prepositions describe the location of cities and places inside the cities</li> </ul>	<p>Students will create their own maps of their neighborhoods or famous places in and around Boston. Students will share their maps with each other to compare their understanding of their own city Students will be able to ask and answer questions about where they live and where they want to travel Students will compare intercity travel and</p>

			transportation in Boston and the Arab World
6	I can understand the directions about how to set-up our ASA souq (market) and the goals of playing the market simulation	<ul style="list-style-type: none"> <li>- Seller / buyer / customer -</li> <li>Competition / winner / points / score</li> <li>- Start / stop - Inside / Outside /</li> <li>Covered - Crowded / Not Crowded</li> </ul>	Students will watch short clips of markets in the Arab world to listen for the different parts and participants of a traditional marketplace Students will follow simple instructions for how to play the roles of seller and buyer in our market simulation
<b>Interpretive Reading</b>			
7	I can understand a letter written to me by another student inquiring about life in my city	<ul style="list-style-type: none"> <li>- Culturally appropriate forms of letter salutations and closings</li> <li>- Formulaic parts of a personal correspondence letter one can expect to see in the Arab world</li> </ul>	Students will read sample personal correspondences and compare the parts of letters that they see in Arabic to what they would expect in English Students will write anonymous letters to

			one another describing their daily lives and activities, and will have to try and guess who the letter writer is based off of the information
8	I can interpret the signs and directions posted by our fellow students around our academy that we have set up like an Arab city	- Downtown / neighborhood / highway / street - Building / house / restaurant - Left / right / straight ahead - In front of / behind / next to / in between - Use imperative form of verbs, will be able to use iDaafa constructions to describe locations	Students use maps of Arab cities to give directions for other students, who must find certain buildings or landmarks within the city. Students use maps of Boston and give directions to classmates to navigate a model through the map Students create instruction for treasure hunts within the school building to be given to students in other classes -- those students must follow the instructions to find a prize



9	I can understand some information a short story about the daily life of high schoolers in an Arab city	- At, during, before, afterward - First, second, last - Breakfast, lunch, dinner - Morning, afternoon, evening, night - Longer / shorter	Students will read short stories about the daily lives of young teenagers in the Arab world. Students will draw comparisons between their lives and lives of students in the Arab world.
<b>Presentational Speaking</b>			
10	I can describe the items for sale in my shop to Arabic 1 customers during our ASA souq (market) simulation	- Fruit / vegetables (most common types) - Pens and pencils - Paper / notebooks - Clothing items - Cheap / expensive - Not cheap / not expensive - Use of negation in nominal sentences	Students will try to sell their items to customers by describing the type and quality of items available Students will compete with one another to persuade customers to buy as much as possible

<p>11</p>	<p>I can present a short skit about getting lost and politely asking for directions in a major Arab city</p>	<p>- Excuse me / Pardon me - Can you help me? - I'm lost - Where is . . . - Thank you! - Use of appropriate expressions in dialect to ask for help and express gratitude</p>	<p>Students will listen to short clips about getting lost and asking for directions Students will create simple scenarios based on the relevant vocabulary and phrases for getting lost and asking for directions, Students will perform small skits in front of the class and evaluate each group's work</p>
<p>12</p>	<p>I can express my thoughts and give feedback about my classmates' final writing project</p>	<p>- good / not good - right / wrong - I think that . . . - I feel . . . - clear / unclear - use of negation to indicate opinions</p>	<p>Students will use a graphic organizer to construct their opinions and feedback to their peers' writing drafts. Without looking back at their graphic organizers, students will provide constructive spoken feedback about their peers' drafts</p>

<b>Presentational Writing</b>			
13	I can prepare materials (advertising posters, brochures, price lists, inventory lists) about the products that I am selling in my shop leading up to our ASA souq (market) simulation	- Fruit / vegetables (most common types) - Pens and pencils - Paper / notebooks - Clothing items - Cheap / expensive - Not cheap / not expensive - Use of negation in nominal sentences	Students will try to sell their items to customers by describing the type and quality of items available Students will compete with one another to persuade customers to buy as much as possible
14	I can compare my life as an American high school student with that of a typical urban Arab high school student in my final writing project	- Like / as / similar - Also / always / sometimes / all the time / never - First / second / then / finally - Different from / same as - Better than / bigger than / longer than - Use of the comparative construct	Students will write a book or create a poster that compares their life with that of an Arab teenager Students will read each other's books, provide feedback and ask questions to gain more understanding.

15	I can write questions to obtain and clarify information from my classmates when writing on the “Facebook” page	- Do you like . . . ? - How old are you? - Where do you live? - When is your birthday? - Hobbies (sports, dance, reading, writing, drawing, photography, computer) - Students will learn how to use the gerund (verbal noun) in simple nominal and sentences	Students will both identify the correct categories of their facebook page and create new categories to regularly post information about themselves Students will be asked to read other classmates’ “facebook” pages and identify who share similar interests or background information, Students will post questions on each others’ pages
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## Materials & Other Resources

Resources for the program will come from various textual sources including Alif Baa, Al-Kitaab, Ahlan wa Sahlan, Arabic for Life, and other textbooks produced for the college level. Teachers and planners will work to adapt these materials for high school students. Videos from Aswaat Arabiya (<http://www.laits.utexas.edu/aswaat/>) and the 5 colleges CultureTalk website (<http://langmedia.fivecolleges.edu/culturetalk.html>) will be utilized, along with authentic materials and resources that the program has purchased and gathered over the

years (posters, games, musical instruments, maps and more). Teachers, many of whom have been teaching high school students, will also donate or lend teaching resources.

## Daily Schedule

Schedule	Activity
8:00--8:30	Breakfast (30 min)
8:30-8:40	Morning announcements (10 min)
8:40--9:50	Class period 1 (70 min)
9:50-10:10	Snack (20 min)
10:10-11:25	Cultural Club (75 min)
11:25--12:05	Lunch (40 min)
12:05-1:15	Class period 2 (70 min)
1:15-2:25	Class period 3 (70 min)
2:25-3:00	Taqwiyya (35 min)

3:00	Dismissal
3:00-4:00	Collaborative planning time for teachers