

# Student Program Curriculum

## Basic Program Information

<b>Host Institution:</b>	The University of Texas at El Paso
<b>Program Title:</b>	STARTALK at UTEP
<b>Curriculum Title:</b>	Arabic Curriculum
<b>Language(s):</b>	Arabic
<b>Grade(s) of Learners:</b>	G9-12;
<b>Language Background:</b>	Non-heritage;
<b>Program Setting:</b>	Non-residential
<b>Program Type:</b>	Blended
<b>Duration:</b>	30 Days

**Contact Hours:** 180 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

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

Novice Mid, Novice High

### **Program Overview and Theme**

The major instruction goal for our three-week Arabic Language summer program is to facilitate an interactive learner-centered classroom and culturally rich environment that supports students in progressing from no knowledge of Arabic to the Novice-Mid/Novice-High proficiency levels. A thematic, backward designed, and standards based curriculum using age-appropriate authentic materials will be

implemented in the target language and will integrate culture, content and language. Student progress will be assessed using an integrated performance assessment (summative assessment, such as end of the program performance) that incorporates continuous feedback at each stage of the program through formative assessments, such as white boards, handouts, bicycle chain activity and pair and share activities. “Making New Friends” is the major theme of STARTALK@UTEP’s curriculum and is accompanied by four sub-themes. At the end of the program, students will communicate with one another in the target language by engaging in a visit from a new friend in their Arabic living room. Engaging in a real-life experience, students will exchange information about themselves, their families, friends and favorite places. For the cultural and comparison component, students will compare experiences in the Arabic living room to their own by wearing traditional dress, serving typical food items and using culturally appropriate behavior (eye contact, conversational mannerisms, and visiting etiquette) while in the Arabic living room. Students will also compare family structure, family members’ and friends’ social interactions and some highlighted traditions from the Arabic culture to their own culture(s). Students will make connections through their learning by engaging with familiar topics while using the target language. Students will present a poster they created about their favorite place and plan to go there with their friend using words and short sentences to describe the information and pictures on the poster. A sense of community will be fostered through the invitation of guest speakers and presenters to the classroom. Students will also participate in a field trip to engage with the Arabic-speaking community. The first sub-theme of “This is Me” will address meeting and greeting, origin, nationality, likes and dislikes allowing students to introduce themselves in the target language. The sub- theme of “This is My Family” will cover another set of vocabulary and language tools to facilitate students’ ability to talk about family members. The sub-theme of “My Friends” will expand the language and grammar set to allow students to introduce their friend(s) and provide information about

them. The last sub-theme “My Favorite Place” will allow students to exchange information about a famous place in the selected Arabic country and plan to take the new friend there. Using the interpersonal mode of learning, students will be able to introduce themselves, and exchange information about their nationality, origin, and likes/dislikes. Under the interpretative mode, students will be able to read name tags, generate information from family pictures. They will also be able to understand gestures and simple media information. Using the presentational mode, students will participate in a poster contest, using the knowledge of the target language to by present information about a place in an Arab country.

<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 Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. )(Novice High: I can communicate and exchange	1. I can introduce myself and learn about others by asking and answering simple questions.

<p>information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. )</p>	<p>2. I can introduce my family members and talk about their ages, genders, things they like/dislike, and things they like to do.</p> <p>3. I can introduce my friends and talk about their ages, genders, nationalities, things they like/dislike, and things they like to do.</p> <p>4. I can talk about my favorite place, providing basic information about where it is located and what can be done there.</p>
<p><b>Interpretive Listening</b></p>	
<p>(Novice Mid: I can often understand words, phrases, and simple sentences related to everyday life.)(Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.)</p>	<p>5. I can understand and recognize all the Arabic letters and numbers when I hear them.</p> <p>6. I can understand simple questions or statements about myself.</p> <p>7. I can understand simple questions or statements about my family.</p>

	<p>8. I can understand simple questions or statements about my friends.</p>
	<p>9. I can understand simple questions or statements about my favorite place.</p>
	<p>10. I can understand basic information when presented with pictures, signs and objects about myself, my family, and my friends.</p>
	<p>11. I can understand basic information when presented with pictures, signs and objects about my favorite place.</p>
<p><b>Interpretive Reading</b></p>	
<p>(Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. )(Novice High: I can understand familiar words, phrases,</p>	<p>12. I can understand and recognize most of the Arabic letters (Alif-Yaa) and numbers (0-20) when I see them.</p>

and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. )

13. I can usually understand short, simple, written sentences about myself.

14. I can usually understand short, simple, written sentences about my family.

15. I can usually understand short, simple, written sentences about my friends.

16. I can usually understand short, simple written sentences about my favorite place.

17. I can usually understand short, simple, written descriptions about myself, my family, my friends and my favorite place with the help of pictures, signs, or objects.

**Presentational Speaking**



<p>(Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. )(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)</p>	<p>18. I can present basic information about myself to the class, such as my name, age, nationality and my likes/dislikes.</p>
	<p>19. I can present basic information about my family, such as their names, ages, nationalities, and likes/dislikes.</p>
	<p>20. I can present basic information about my friends, such as their names, ages, nationalities, and likes/dislikes.</p>
	<p>21. I can present basic information about my favorite place, such as where it is located and what can be done there.</p>
<p><b>Presentational Writing</b></p>	
<p>(Novice Mid: I can write lists and memorized phrases on familiar topics.)(Novice High: I can write short messages and notes on familiar topics related to everyday life.)</p>	<p>22. I can write short sentences (two to three words) providing basic information about myself.</p>

23. I can write short sentences (two to three words) providing basic information about my family.
24. I can write short sentences (two to three words) providing basic information about my friends.
25. I can write short sentences (two to three words) providing basic information about my favorite place.
26. I can write the Arabic numbers 0-20.
27. I can write most of the Arabic alphabet (Alif-Yaa) in their stand-alone and connecting positions.

## 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.
In this task, students will be divided into two groups. Each group will be provided a different scrapbook that includes	In this task, the two divided class groups will interact with one another. Students from the two groups will discuss the	In this task, students will create their own scrapbook that includes information about themselves, their families and

pictures, words and short sentences about a made up person from an Arab country (Ali or Leila). The scrapbooks will tell the story of that person, his/her family and friends and his/her favorite place to visit in an Arab country. The teacher will read the scrapbook to the students at first. Then, in their groups, students will use various handouts to document information they find in the scrapbook. The handouts will include matching, word selection, and fill-in-the-blank exercises that require the students to listen to and read the material in order to interpret meanings. Students will then complete the final task of creating a mini-poster using the information found

information they discovered from the scrapbook that they have included in their mini-posters. Using a simple interview handout sheet, students will interview and talk with one another about the information they included on their mini-posters. They will ask and answer simple questions, making comparisons between the two different scrapbooks. The groups will then merge to participate in final activity where they compare and contrast the two mini-posters in a Venn diagram. The Venn diagram will also allow students to make comparisons between the lives of teenagers in Arab

friends, and their favorite place to visit in an Arab country of their choice. Students will use their scrapbooks to share their information in the Arabic living room. Students will also create a poster that highlights information about their favorite place to visit in an Arab country. Students will present these posters to the class. Students will write 5-6 short, two to three word sentences in their scrapbooks and on their posters to describe the pictures they have included. The sentences will be mostly correct and legible when read by the teacher and other students. Students will present orally by reading the short sentences they wrote in

in the scrapbook. Their group's mini-poster will mimic the poster they will create to talk about themselves and their favorite places. For example, Group A will have received Ali's scrapbook. Individually and as a group, they will have read the information in the scrapbook and interpreted it through the use of the supporting handout activities. Then, Group A will work on their mini-poster, using the information from Ali's scrapbook. They will draw or cut and paste pictures and write down the appropriate words and sentences from the scrapbook on their posters. This

countries and the lives of teenagers in the United States.

their scrapbooks and on their posters. Students' reading will be mostly correct and usually understandable to those who are listening.

mini-poster will be helpful to them in the interpersonal task.		
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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			

1	I can introduce myself and learn about others by asking and answering simple questions.	<p>Hello What is your name? My name is... Nice to meet you. How are you? I am fine / sick / tired / hungry How old are you? I am ____ years old. Where are you from? I am from.... I like / I do not like.... I am a student.</p> <p>مرحباً / أهلاً ما إسمك؟ / ما إسمك؟ إسمي. تشرفنا كيف حالك؟ / كيف حالك؟ أنا جيد / أنا جيدة أنا مريض / أنا مريضة أنا تعبان / أنا تعبانة أنا جوعان / أنا جوعانة كم عمرك؟ / كم عمري من أين أنت؟ / من أين أنت؟ أنا من أحب / لا أحب ماذا تعمال؟ / ماذا تعملين؟ أنا طالب / أنا طالبة</p>	Instructor will organize students into small groups of two or three. Students will engage in conversations with one another using the scrapbooks they created about themselves. Scaffolding activities, such as interview grids and pictures drawn by students will all be incorporated into their scrapbooks to aid the conversations.
2	I can introduce my family members and talk about their ages, genders,	This is my mother / father / sister / brother. My mother's / father's / sister's / brother's name is.... I have	Instructor will provide students with various pictures of different famous families (cartoon families or celebrity



	things they like/dislike, and things they like to do.	<p>___ siblings. My sister/brother is ___ years old. My mother works / doesn't work. My father works / doesn't work. My mother / father / sister / brother likes / does not like... My family. My family is big / small.</p> <p>هذه أمي هذا أبي هذه أختي هذا أخي إسمها / إسمه عندي  أخوة عمرها / عمره أمي لا تعمل / أمي تعمل أبي لا يعمل /  أبي يعمل هي لا تحب / هي تحب هو لا يحب / هو يحب  عائلي عائلي صغيرة / عائلي كبيرة</p>	families). Each student will pretend the family in the picture they receive is their own and will talk with other students, providing information about the family. Later, students will draw or provide pictures of their actual families for their scrapbooks, or, if they wish, they may continue to use the images of the famous family for their scrapbooks.
3	I can introduce my friends and talk about their ages, genders, nationalities, things they like/dislike, and things they like to do.	<p>This is my friend. Her/his name is.... She/he is ___ years old. She/he likes... She/he does not like... I have ___ friends.</p> <p>هذا صديقي / هذه صديقتي</p>	Students will draw a picture of their friend. In a turn-and-talk activity, students will exchange information about their friend with other students. This picture

		<p>إسمها / إسمه عمرها / عمره هي لا تحب / هي تحب هو لا يحب / هو يحب عندي أصدقاء</p>	<p>will be incorporated into the student's final scrapbook.</p>
4	<p>I can talk about my favorite place, providing basic information about where it is located and what can be done there.</p>	<p>This is my favorite place. It's name is.... This place is located in... This place is big/small/beautiful. This place is near/far. You can eat/see/pray there. It is best in spring/summer/fall/winter. هذا مكاني المفضل إسمها / إسمه هو قي هذا المكان كبير صغير حلو هذا المكان قريب بعيد نصلي / نرى / نأكل أفضل في الربيع الصيف الخريف الشتاء</p>	<p>Students will select their favorite place in an Arabic country out of a set of options provided by the instructor. In groups, students will talk about their selected favorite place, sharing pictures they found of the place online.</p>
<p><b>Interpretive Listening</b></p>			

5	I can understand and recognize all the Arabic letters and numbers when I hear them.	Letters Alif-Yaa Numbers 0-20	Students will listen to audio of Arabic letter and number songs. They will mark comprehension on various handouts. Students will play listening games to test their comprehension. Games include: Bingo: Students will listen to the instructor call out letters and numbers, then mark their bingo cards when they hear one that matches a spot on the card. Raqmy wa Raqmak: Teacher will hand out sticky labels to students with random Arabic numbers from 0-20 on them. Students will place the numbers on themselves, where they can be seen clearly. Students sit in a circle on the floor, cross-legged. To begin with,
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			<p>teacher will do a quick check and call out of the numbers on the student's labels.</p> <p>Then the game will begin. Students will take turns saying their number twice (ex: wahad wahad) then calling out someone else's number (ex: wahad wahad, tneyn tneyn). Whoever's number is called out must repeat their own number and someone else's (ex: tneyn tneyn, sifr sifr).</p>
6	I can understand simple questions or statements about myself.	<p>What is your name? How are you?          How old are you? Where are you from? What do you do? ما إسمك؟ / ما إسمك؟ / كيف حالك؟ / كيف حالك؟ / كم عمرك؟ / كم إسمك؟ كيف حالك؟ / كيف حالك؟ / كم عمرك؟ / ماذا تعملين؟          عمرك؟ من أين أنت؟ / من أين أنت؟ / ماذا تعملين؟ / ماذا تعملين؟</p>	<p>Students will watch a video of a person interviewing someone else. They will be given an interview grid handout to fill out information they hear. Students will use a similar interview grid to help them fill information in their scrapbooks.</p>

			The teacher will read the questions out loud and the students will fill in their responses to show their comprehension.
7	I can understand simple questions or statements about my family.	Is your family big/small? How many siblings do you have? What is your mother's/father's /sister's/brother's name? What does your mother / father do? عائلتك كبيرة؟ صغيرة؟ / عائلتك كبيرة؟ صغيرة؟ كم أخوة عندكم؟ / كم أخوة عندكم؟ ما إسم أمك أبوك أختك أخوك؟ ماذا يعمل أبوك؟ / ماذا تعمل أمك؟	Students will create a family tree for their scrapbooks (using either their actual family or their selected famous family). In groups, students will listen to questions about their family and write the answers next to the corresponding family member's image on the family tree. This family tree drawing will be incorporated into their final scrapbooks.
8	I can understand simple questions or statements about my friends.	How many friends do you have? What is his/her name? How old is she/he? Where is she/he from?	In the Arabic living room, students (in groups of 2-3) will role-play meeting a new friend for the first time. They will

		<p>What does he/she like/dislike? كم أصدقاء عندك؟ / كم أصدقاء عندك؟ ما إسمها؟ / ما إسمها؟ كم عمرها؟ / كم عمره؟ مين أين هي؟ / مين أين هو؟ ماذا تحب؟ / ماذا يحب؟</p>	<p>take turns playing the new visiting friend or the host. Students will listen to the questions about the new friend and then answer them accordingly.</p>
9	<p>I can understand simple questions or statements about my favorite place.</p>	<p>What is your favorite place? Where is your favorite place? What does it look like? What can you do there? What season is it best to go there? ما هو مكانك المفضل؟ كيف شكل المكان؟ ماذا يمكننا أن نعمل هناك؟ ما هو أفضل فصل للذهاب هناك؟</p>	<p>Students will select a photo of their favorite place in an Arab country. Students will listen to questions about their favorite place asked by the instructor. Then, using interview grids, students will take turns asking each other the questions and filling in the information they receive.</p>
10	<p>I can understand basic information when presented with pictures,</p>	<p>All previous vocabulary about myself, my friends, and my family.</p>	<p>Yes or No Game: Students will play this game in pairs. Using a set of stock pictures about myself, family and my</p>

	signs and objects about myself, my family, and my friends.	Yes / No Correct / Incorrect <i>نعم / لا</i> <i>صَحَّ / غَلَطَ</i>	friends, students will listen to statements read by the teacher and determine whether or not the statements are correct based on if they correspond to the picture presented along with the statement. Students will answer "yes" if it is a correct match or "no" if it is incorrect.
11	I can understand basic information when presented with pictures, signs and objects about my favorite place.	All previous vocabulary about my favorite place. Yes / No Correct / Incorrect	Students will be presented with pictures of different places in an Arabic country. The teacher will read out statements about the favorite place. On a poster divided into two parts "correct" or "incorrect," the students will place pictures pertaining to their favorite places

			into the sections, determining whether they are incorrect or correct.
<b>Interpretive Reading</b>			
12	I can understand and recognize most of the Arabic letters (Alif-Yaa) and numbers (0-20) when I see them.	Letters Alif-Yaa Numbers 0-20 أ-ي . -٢ .	Students will read from their textbooks individually and in groups. Students will play games to evidence their understanding of the letters and numbers. Games include: Bingo: Students will listen to the instructor call out letters and numbers, then mark their bingo cards when they hear one that matches a spot on the card. Khatawat (steps): Teacher presents a powerpoint with letters and numbers on it. Students line up at the back of the



classroom. Teacher will present one slide and the first student to yell out the answer correctly takes one step forward. The process repeats until one student reaches the teacher, becoming the winner. Hangman: A poster of the Arabic numbers and letters will be provided to one student who volunteers to be the reader. The other students will be divided into two competing groups. The reader will call out letters, forming simple two to three letter words, or numbers for the groups to write. When one group gets the right answer, the losing group has to draw a body part of the hanged man. The game continues until one group has a fully drawn hanged man, making

the other team the winners. Scrambled Letters: Teacher will divide students into two groups. Teacher will write a word on the board. She will then ask students to spell the word using index cards with the disconnected alphabet on them. First team to spell the word correctly and then read it out loud wins a point. Team with the most points when time ends wins. Hot Seat Game: The class is divided into two groups. One member of each group will sit in chairs with their backs to the board while the others sit at the table. Teacher will write a word on the board. Students still sitting on the table must act out to their group members what the word means without saying

the word or the translation. First group to five points wins Haramy: Students are provided a set of playing cards with Arabic numbers on them. In pairs, students divide the desk and take turns placing a card down and saying the number out loud as they place it down. When a card placed matches the cards in the pile, a student must "steal" the deck, yelling "haramy" as they grab the cards. Interactive Matching Game: Students will be given index cards with a question, an answer or a picture on them. They will walk around the room to find the student who has the answer to match the question or the phrase to match the picture (and vice versa). When

			they find a match, both students must read the cards aloud.
13	I can usually understand short, simple, written sentences about myself.	Vocabulary for the sub-theme "Myself" as previously mentioned. Yes / No نعم / لا	Students will be given a checklist with sentences pertaining to the class demographic, such as "I am 16 years old." They will read these sentences on their own and circle either "Yes" or "No" if the sentence pertains to them or not. Students will work on their own scrapbooks. Instructor will give each student a list of different words from the "Myself" sub-theme and other sub-themes. Students will read the words and sentences and determine which

			are appropriate to add to the scrapbook pages about themselves.
14	I can usually understand short, simple, written sentences about my family.	Vocabulary for the sub-theme "My Family" as previously mentioned.	Using the family trees they created previously, students will get into groups of two and exchange family trees. They will read each other's family trees and then write one short sentence ("I have 2 siblings," for example) on a piece of paper. They will then return the family tree and the written sentence back to their partner. Each student will read the sentence given to them and determine whether it is correct or incorrect by marking it with a check or an x. Line Up Game: Students will play this game as a class. Teacher will write a set of phrases

			<p>on the board such as "I have 3 siblings / I have 0 siblings / I have 4 siblings." The students will read these and then line up underneath the phrase that pertains to them. If the phrase doesn't pertain to them, they will line up under the "No" the teacher has written on the board. The teacher will alternate phrases using different sentences for the "My Family" sub-theme.</p>
<p>15</p>	<p>I can usually understand short, simple, written sentences about my friends.</p>	<p>Vocabulary for the sub-theme "My Friends" as previously mentioned.</p>	<p>Students will be provided with slips of paper with random short sentences written on them, such as "I have 3 friends." Each student will read the sentence provided on their own, then they will walk around the classroom</p>

			<p>reading all the sentences that the other students have. Students will document the information they read about the people in the classroom, recording the information they find on a simple grid handout. Later, in pairs, they will exchange the filled out grid handout and compare answers.</p>
<p>16</p>	<p>I can usually understand short, simple written sentences about my favorite place.</p>	<p>Vocabulary for the sub-theme "My Favorite Place" as previously mentioned.</p>	<p>Using information they have gathered about their selected favorite place, students will write one sentence about their favorite place on a piece of paper. They will exchange their sentence with another student (a student who has selected a different favorite place). Students will read the sentences they</p>

receive and document it on a handout that lists the names of all the possible favorite places the students had to choose from. Later, they will walk around the classroom and read other student's sentences to try and fill out the entire handout with at least one piece of information about every favorite place (instructor will have selected 6 possible favorite places for students to choose from). Students will read the information provided in the scrapbooks about Ali or Leila's favorite place in an Arab country. They will fill out handouts to evidence their comprehension, such as a



			simple Venn Diagram that compares the information in the two scrapbooks.
17	I can usually understand short, simple, written descriptions about myself, my family, my friends and my favorite place with the help of pictures, signs, or objects.	All vocabulary previously mentioned.	Teacher will divide the classroom into two groups. Students will read cut-out phrases about the selected topics and paste them next to pictures that correspond with the phrase. The two groups will create small posters pasting the phrases and pictures next to each other. The students in either group will then judge the accuracy of the posters by reading them and interpreting the information. As a group, they will mark "correct" or "incorrect" on the posters where appropriate.

<b>Presentational Speaking</b>			
18	I can present basic information about myself to the class, such as my name, age, nationality and my likes/dislikes.	All previous vocabulary about myself, adding: American / Arabic أمريكي / أمريكية عربي / عربية	Students will work on their scrapbooks, providing information about themselves and presenting it to the class. Students will engage in a role-play activity in the Arabic living room, sharing their scrapbook and talking about the pictures and phrases about themselves.
19	I can present basic information about my family, such as their names, ages, nationalities, and likes/dislikes.	Vocabulary for the sub-theme "My Family" as previously mentioned.	Students will continue work on their family trees and their scrapbooks. Students will present information about their families using the family trees they created.

20	I can present basic information about my friends, such as their names, ages, nationalities, and likes/dislikes.	Vocabulary for the sub-theme "My Friends" as previously mentioned.	Students will continue work on their their scrapbooks. Students will bring in a photograph or draw a picture of two or more of their friend to add to their scrapbooks, presenting the information in role-play activities in the Arabic living room.
21	I can present basic information about my favorite place, such as where it is located and what can be done there.	Vocabulary for the sub-theme "My Favorite Place" as previously mentioned.	Students will work on their final posters. These posters will include pictures and short sentences about their favorite place to visit in an Arab country. Students will present the posters to the class.
<b>Presentational Writing</b>			

22	I can write short sentences (two to three words) providing basic information about myself.	Vocabulary for the sub-theme "Myself" as previously mentioned.	Students will write short sentences in their scrapbooks, which they will present to the class in role-play activities in the Arabic living room and in presentations to the class.
23	I can write short sentences (two to three words) providing basic information about my family.	Vocabulary for the sub-theme "My Family" as previously mentioned.	Students will write short sentences on their family trees and in their scrapbooks, which they will present to the class in role-play activities in the Arabic living room and in presentations to the class.
24	I can write short sentences (two to three words) providing basic information about my friends.	Vocabulary for the sub-theme "My Friends" as previously mentioned.	Students will write short sentences in their scrapbooks, which they will present to the class in role-play activities in the

			Arabic living room and in presentations to the class.
25	I can write short sentences (two to three words) providing basic information about my favorite place.	Vocabulary for the sub-theme "My Favorite Place" as previously mentioned.	Students will write short sentences about their favorite place on their posters which they will present to the class.
26	I can write the Arabic numbers 0-20.	Numbers 0-20.	Students will write in their textbooks and on various handouts. Students will play games where they write the Arabic numbers, such as Hangman and Fill-in-the-Blank games.
27	I can write most of the Arabic alphabet (Alif-Yaa) in their stand-alone and connecting positions.	Letters Alif-Yaa.	Students will write in their textbooks and on various handouts. Students will play games where they write the Arabic

			letters, such as Hangman and Fill-in-the-Blank games.
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## Materials & Other Resources

Textbook / Curriculum Materials: • Arabic Alphabet: How to Read and Write It by N. Awde, • Classroom packet developed by STARTALK @ UTEP instructional team, • Ali and Leila’s scrapbooks, • Instructional team created games, • Classroom supplies such as blank scrapbooks, posters, and miscellaneous materials to aid in the creation of students’ final scrapbooks and posters. Realia / Authentic Materials: • Authentic digital material selected from websites such as youtube.com and Aswaat Arabiya • Classroom setting materials for the Arabic living room, such as: o Arabic magazines and children’s books, o Arab traditional dress for role-play activities, o Traditional/typical décor and furnishing \* Arabic coffee, Arabic tea, and a typical Arabic sweet (i.e: Ma’amoul, Jordan almonds) • Student created scrapbooks and posters. Technology: • Desktop computer for instruction and student presentations, • Access to computer lab to use Arabic keyboard to create posters and scrapbooks, • Cameras for photographs and videos, • Multimedia equipped classrooms.

## Daily Schedule

Schedule	Activity
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09:00-09:15am	Opening activities: varies daily to introduce the skills needed to meet the objectives of the daily activities and do a review of the previous day. Culture: Authentic materials will be utilized predominantly (i.e.: Youtube videos, Arabic identification cards, Arabic magazines, Arabic foods, etc.).
09:15-09:30am	Apply and reinforce new vocabulary and grammatical structures using interpersonal and interpretive activities.
09:30-09:50am	Review of new vocabulary and grammatical structures utilizing various resources, leading to a formative assessment.
09:50-10:00am	Short break and rotation
10:00-10:15am	Reading and writing exercises and various interpersonal and presentational activities. Culture: Most of these activities will be conducted in the classroom Arabic living room, which includes traditional seating and decorative items, authentic magazines and books, authentic Arabic dress, and access to authentic Arabic videos.
10:15-10:30am	Listening exercises and game/activity reinforcing previously covered content.
10:30-10:50am	Review of previously covered content leading to a formative assessment.
10:50-11:00am	Short break and rotation
11:00-11:15am	Reading and writing exercises and various interpersonal and interpretive communication activities.

11:15-11:30am	Listening exercises and game/activity reinforcing previously covered content.
11:30-11:50am	Review of previously covered content leading to a formative assessment.
11:50am-12:00pm	Short break and rotation
12:00-12:50pm	Culture: Lunch Break with instructors including short conversations in Arabic and various cultural activities, such as listening to Arabic music, engaging with invited speakers or guests from the community, and various authentic games. Every Friday during lunchtime, students will participate in or attend a cultural activity such as a community speaker, musical performance or field trip to a community center.
12:50-01:00pm	Short break and rotation
01:00-01:15pm	Apply, reinforce and review previously covered vocabulary and grammatical structures through various interpersonal and interpretive activities.
01:15-01:30pm	Classroom activities/ Student-led performances. Examples include: Short games, such as hangman or interactive fill-in-the-blank, or haramy. Role-play activities and performances that utilize the presentational, interpretive and interpersonal modes of learning. Culture: Student performances are predominantly centered around the classroom Arabic living room. Students will learn appropriate cultural behaviors within this context.
01:30-01:50pm	Review of previously covered content leading to a formative assessment.



01:50-02:00pm	Short break and rotation
02:00-03:00pm	Tutoring: Students will work with the tutors on reading and writing. They will also use this time to complete sections of their scrapbooks and posters. Culture: Every Thursday from 2:30 to 3:00pm, students will participate in the cooking/preparation of an authentic Arabic dish with the teachers and tutors.