

Student Program Curriculum

Basic Program Information

Host Institution:	Boston Public Schools, City of Boston
Program Title:	Arabic Summer Academy
Curriculum Title:	Beginning Arabic Curriculum (Arabic 1)
Language(s):	Arabic;
Grade(s) of Learners:	G9-12;
Language Background:	Heritage; Non-heritage;
Program Setting:	Non-residential
Program Type:	Face-to-face
Duration:	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):

Novice Range

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

Novice low, Novice Mid, Novice High

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.

Learning Goals	
NCSSFL-ACTFL Global Can-Do Benchmarks	Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements
Be sure to label the mode and proficiency level of each statement.	
Interpersonal Communication	
(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 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.)	1. I can ask about prices and quantities in the souq (market) of our ASA Arab City
	2. I can ask for and give simple directions to different landmarks in our ASA Arab City

	<p>3. I can greet native Arabic speaking shopkeepers at Haymarket (a farmer's market) in Boston</p>
<p>Interpretive Listening</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>4. I can understand the names of items for sale (such as food and classroom supplies) in the souq (market) of our ASA Arab City</p>
	<p>5. I can understand a simple story about my peers' daily activities</p>
	<p>6. I can follow some multistep directions or instructions navigating around our ASA Arab City</p>
<p>Interpretive Reading</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>7. I can read simple information about objects for sale at the souq (market) of our ASA Arab City</p>

<p>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>8. I can read the signs and directions posted around our ASA Arab City</p>
	<p>9. I can recognize familiar names and phrases describing daily life and activities that take place in a city</p>
<p>Presentational Speaking</p>	
<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>10. I can express my likes and dislikes about items sold in in the souq (market) of our ASA Arab City</p>
	<p>11. I can present information about family members and family life in the Arab world using phrases and simple sentences</p>
	<p>12. I can narrate the activities my daily life in Boston based on my written short story</p>

Presentational Writing	
(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.)	13. I can write information about my daily life on our program "facebook" wall
	14. I can write a short story about my daily life in Boston
	15. I can write a shopping list for going to the souq (market) of our ASA Arab City

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

Summative Performance Assessment		
INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Students will listen to directions within the school building (set up as a city) and be assessed on their ability to follow	In small groups, students will play the role of customers at our ASA souq (market). Students will be given currency	Students will write and illustrate a creative short story about their real or imaginary daily life in the city of

directions accurately. Students will be able to understand the main ideas of conversation regarding location and geography (within the city).

and will compete with other groups to purchase the most materials for the least amount of money. They must display their ability to greet and interact politely with the shopkeepers (played by Arabic 2 students), as well as barter and negotiate a price. In doing so, students must express their preferences and be able to provide basic descriptions of what they are looking for at the market in a culturally-appropriate manner.

Boston. Students will write brief narrative describing their families, activities, and routines in Boston. Students will present their stories to one another at the end of the program as well as to the parents during graduation.

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 ask about prices and quantities in the souq (market) of our ASA Arab City</p>	<p>- Please, thank you - To want - How much? - Expensive, cheap (shopping-related adjectives) - More expensive, more cheap (the comparative)</p>	<p>Students will use their Arabic to purchase items (snacks, school supplies, ASA gear) at our ASA store that is open daily during our breaks throughout the summer Students will use their vocabulary to inquire about prices at both our ASA souq (market) as well as with Arab shopkeepers during our Haymarket field trip</p>
<p>2</p>	<p>I can ask for and give simple directions to different landmarks in our ASA Arab City</p>	<p>- Where is . . . ? - Close, far - Go, turn, left, right, straight - Classroom, meeting room, office, bathroom, cafeteria</p>	<p>Students will need to rely on directions and landmarks around ASA in order to find their classes and cultural clubs Students will practice giving one another directions in a scavenger-hunt style game</p>

3	I can greet native Arabic speaking shopkeepers at Haymarket (a farmer's market) in Boston	<p>- Culturally appropriate greetings and responses for different social settings - Grammatically appropriate greetings and responses for different interlocuters</p> <p>- How are you?, I'm well - Go ahead / here you go</p>	Copy and repeat greeting phrases and responses Act out simple scenarios with teachers and classmates to enact them. Students will use these phrases throughout the program, in both real life and simulated skits
Interpretive Listening			
4	I can understand the names of items for sale (such as food and classroom supplies) in the souq (market) of our ASA Arab City	Pencil, pen, notebook, book, board Snacks, drinks, water, milk, sandwich Shirt, jacket, pants, shorts, skirt, dress, hat, shoes, sandals	Students will listen narrated slideshows of these items as they are sold in the Arab world Students will make their own picture cards with relevant vocabulary items on one side and their names on the other. Students will respond to each

			other by selecting the appropriate items named.
5	I can understand a simple story about my peers' daily activities	- Verb conjugations for first, second, and third person - Present tense nominal and verbal sentences - More, less, the same	Students will listen to each other's final project stories and answer questions about how their lives are similar / different from one another.
6	I can follow some multistep directions or instructions navigating around our ASA Arab City	- Left / Right - Entrance / Exit - Forward / turn around - Stop - Up / down	Students will practice narrating directions as they act them out (TPR / TPRS) Students will put on blindfolds and follow their partner's instructions to navigate their way to prizes hidden throughout the academy.
Interpretive Reading			

7	I can read simple information about objects for sale at the souq (market) of our ASA Arab City	- Names of food and supply items for sale (see above) - For sale - Price - Sale - Numbers 1-100	Arabic 1 students will read signs made by Arabic 2 students in our ASA Arab souq (market) in order to find what they need to compete in our shopping simulation
8	I can read the signs and directions posted around our ASA Arab City	- Classroom, school, academy - Mosque, church - Theater, cinema - Restaurant, cafe - Park - Street	Students will create their own map of our ASA Arab city, labeling different types of buildings/areas, and practice each others labels Students will navigate around a simulated city in the school, which advanced students will have decorated with different street signs and “buildings” in order to make the school seem like a city

9	I can recognize familiar names and phrases describing daily life and activities that take place in a city	- At, during, before, afterward - First, second, last - Breakfast, lunch, dinner - Morning, afternoon, evening, night	Students will read captions of pictures 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.
Presentational Speaking			
10	I can express my likes and dislikes about items sold in in the souq (market) of our ASA Arab City	- To buy / to sell - To like / to not like - Good / not good “It would be my pleasure” - “Let me pay for it”	Students will engage in an all-academy market game competing with one another to buy and sell goods at the best prices. Students will describe what they wish to buy.
11	I can present information about family members and family life in	Words for family and family members (siblings, parents, grandparents, maternal aunt and	Act out simple scenarios with other students, having small skits in front of the class. Create and present a family tree,

	the Arab world using phrases and simple sentences	uncle, paternal aunt and uncle) Learning how the vocabulary for families in Arabic reflects the family structure and cultural values, comparing those values to those of the students'	that describes the different members of the family. Students will also need to present the tree Create a storybook, that introduces readers about themselves and their family
12	I can narrate the activities my daily life in Boston based on my written short story	- To like, to play, to talk, to watch, to eat, to drink - Every day, always, sometimes, never Students will learn about how young people in the Arab world like to spend time, will compare how much time is spent with the family vs. with friends in the Arab world and in their own lives	Students will listen to short audio clips of Arab teenagers talking about their daily lives Students will listen to their peers as they share information about their daily activities and fill out graphic organizers to document what they have learned

Presentational Writing			
13	I can write information about my daily life on our program “facebook” wall	<p>- Days of the week, weekend - Hobbies (sports, dance, reading, writing, drawing, photography, computer) - Students will learn how to use the gerund (verbal noun) in simple nominal and sentences</p> <p>- Students will see what their native speaker instructors enjoy as hobbies to make connections and comparisons between free time activities and interests in the Arab world and in the US</p>	Students will identify the correct categories of their facebook page and regularly post new information about themselves Students will be asked to read other classmates’ “facebook” pages and identify who share similar interests or background information. Students will posts responses accordingly to engage in basic, written conversations.

<p>14</p>	<p>I can write a short story about my daily life in Boston</p>	<p>- Downtown, university, school, library, company, mosque, church, garden, market - Bus, car, metro, bicycle - To ride, to go, to stop, to return - Use prepositions to describe the location of cities and places inside the cities. - Can compare and contrast cities using the comparative</p>	<p>Students write to one another their own daily schedules for getting to school and getting home. Students will discuss the ways in which students in the Arab world get to school, comparing and contrasting it with their own lives.</p>
<p>15</p>	<p>I can write a shopping list for going to the souq (market) of our ASA Arab City</p>	<p>- fruit / vegetables (most common types) - pens and pencils - paper / notebooks clothing items</p>	<p>Students will spend the week preparing for our ASA souq (market) simulation by learning the names of basic items relevant to their daily lives and that will be available for “purchase” at the souq. Students will make lists of items</p>

		they wish to purchase to maximize their spending for our ASA souq (market) simulation
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Materials & Other Resources

Students learn the alphabet by creating their own letter reference guide, based on the approach of the Marhaba! Curriculum. This approach promotes a student-centered understanding of each letter's attributes and how to use them. Additional resources for the program will be pulled from various sources including Alif Baa, Al-Kitaab, Ahlan wa Sahlan, Arabic for Life, and other textbooks produced for the college level. Time will be taken in order to modify these materials for high school students. Videos from Aswaat Arabiyya will be used. Authentic materials and resources that the program has purchased and gathered over the years (posters, games, musical instruments, maps). Resources will also be pulled from the teachers in the program, many of which have been teaching or have taught high school students in the Boston area.

Daily Schedule

Schedule	Activity
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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) - students dismissed
3:00-4:00	Group Level Meetings and Lesson Planning (staff and teachers only)