



# 2015 STUDENT Program Curriculum Template

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

## BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	STARTALK Central				
<b>Program Title:</b>	My Arabic Playlist				
<b>Language(s):</b>	Arabic		<b>Grade(s) of Learners:</b>	6-8 K-2, 3-5, 6-8, 9-12	
<b>Heritage Speakers?</b>	No		<b>Non-Heritage Speakers?</b>	Yes	
<b>Program Setting:</b>	<i>Residential:</i>		<i>Non-Residential:</i>	<b>x</b>	<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
<b>Duration:</b>	<i>Weeks/Days:</i>	<b>3 weeks</b>	<i>Contact Hours:</i>	<b>90</b>	
<b>Target Proficiency Level:</b> (by end of program)	Novice Mid		<b>Target Performance Level(s):</b> (during and by end of program)	Novice Mid	
<b>If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.</b>					
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### STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

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

### Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

In this camp, students will explore the concept of identity and culture through the lens of Arabic music. They will imagine that they have the ability to take a trip with friends around the Arab world, and have the ability to attend a few concerts by some of the greatest performers from the Levant, the Gulf, Egypt, and North Africa. They also may have the opportunity to use technology to explore that region's music on their own, and they practice identifying a few high-frequency vocabulary items in songs. At the end of their trip, they act as cultural ambassadors from the Arab world by creating a personal playlist of ten Arabic songs that they like and sharing it with the class. As they learn about Arabic music from different regions and genres, students understand the diversity of the Arab world and some of the many facets that make up Arab identity.

### Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL\\_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

#### NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

*Be sure to label the mode and proficiency level of each statement.*

#### PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS

*Number the Can-Do statements here and then transfer to Stage 3.*

### Interpersonal Speaking

**Novice Mid:** I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

1. I can greet others politely.
2. I can exchange some basic introductory information with others, such as my name, age, and where I am from.
3. I can exchange information with others about which songs and artists I and they like, dislike, and prefer.
4. I can give simple reasons, when asked, about why I like or dislike certain artists and songs.
5. I can exchange some information about what concerts I want to go to.
6. I can find out basic information about a concert, such as what day and time it is.
7. I can invite others to a concert I want to attend and accept or decline invitations that have been extended to me.
8. I can find out more information about a song singer or musician, such as his/her nationality and what kind of music he/she plays.

#### Presentational Speaking

**Novice Mid:** I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

9. I can say what country and region of the Arab world a singer or song is from.
10. I can talk about whether someone is a singer, a musician, etc.
11. I can use simple adjectives to describe songs. I can use simple adjectives to describe singers.
12. I can name some basic musical genres and say what genres I listen to and how often.

#### Presentational Writing

**Novice Mid:** can write lists and memorized phrases on familiar topics.

13. I can write the names in Arabic of some artists I am familiar with.
14. I can write the names in Arabic of some songs I am familiar with.
15. I can use Arabic or Arabic-Indic number a list in Arabic from 1 to 10, when asked to number a list provided by the teacher.
16. I can write a short email or text message to someone inviting them to a concert. I can respond to an invitation in writing.
17. I can write basic information about a concert, such as the time, place, day, and date. I can fill out this information on a schedule.

#### Interpretive Listening

<p><b>Novice Mid:</b> I can recognize some familiar words and phrases when I hear them spoken.</p>	<p>18. When I hear an announcement about an event such as a concert, I can understand some basic information such as the time and day.</p> <p>19. When I hear a song, I can occasionally identify some familiar or repeated words.</p> <p>20. I can understand the main points of someone’s basic description of a song’s origin (musician, country, genre), and whether or not he or she likes/dislikes the song.</p> <p>21. I can understand what year a song is from when provided with visual cues or hints.</p>
<p><b>Interpretive Reading</b></p>	
<p><b>Novice Mid:</b> 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>22. When I look at a song, such as on YouTube, I can understand the name of the artist.</p> <p>23. When I see a list of artists, such as a top 10 list, I can identify the names of the top artists and sometimes other basic information.</p> <p>24. I can read years and other numbers in Arabic, using both Arabic and Arabic-Indic numerals.</p> <p>25. When I look at a written flyer for an event such as a concert, I can understand basic information such as the time and date that it is taking place. I can understand basic information on a calendar, such as the month and days of the week.</p>

*You may add additional rows as necessary.*

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

### Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
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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 read several authentic or semi-authentic concert listings and choose two concerts that they want to attend. They will demonstrate their comprehension by adding the event to a personal calendar, either on paper or via technology.	Students will invite other students to two concerts, based on the concert information they gathered during the interpretive task. Students must fill out a schedule with concerts they plan to attend, based on their peers' invitations. Students must tell each other a reason if they choose to decline an invitation, such as not liking the artist in question or having other plans at that time.	Students will create a personal playlist of the ten Arabic songs they've discovered that they enjoy. They will create a written list of the songs they have chosen including the song, singer, country of origin, year, and other basic information in Arabic. They will present their playlist orally to their classmates and play a snippet of each song. They will also report which two concerts they will attend.

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

### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<b>PROGRAM CAN-DO STATEMENTS</b> <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Learners can ...</i>	<b>LANGUAGE, CULTURE, CONTENT</b> <i>Learners need to use ...</i>	<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Learners will experience &amp; demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpersonal Speaking</b>		
1. I can greet others politely.	مرحبا، السلام عليكم   وعليكم السلام، كيف حالك، الحمد لله، أنا بخير، أهلا وسهلا، أهلا بك	Teacher models greeting students as they walk into the class; students practice greeting each other.

	<p>Hello, peace be upon you, how are you, thank God, I am well, welcome, reply to welcome</p>	<p>السلام عليكم; students may sing along as well as observe and imitate appropriate body language.</p> <p>Students practice greeting the teacher, each other, and camp guests appropriately in context.</p>
<p>2. I can exchange some basic introductory information with others, such as my name, age, and where I am from.</p>	<p>ما اسمك؟ اسمي...  من أين أنت؟ أنا من...  كم عمرك؟ عمري _____ سنة.</p> <p>What is your name? My name is...  Where are you from? I am from...  How old are you? I am _____ years old.</p>	<p>Students greet each other and introduce themselves, giving information about their place of origin, name, and age. Students may keep track of the information they hear from their classmates and map place of origin on a map, or graph the ages of their classmates (depending on the diversity of the classroom).</p> <p>The teacher assigns students “secret identities”. These identities include different information for each student, such as a fake name, age, and place of origin. Students must carry out different tasks as they greet each other, such as finding two other people of the same age.</p>
<p>3. I can exchange information with others about which songs and artists I and they like, dislike, and prefer.</p>	<p>هل تحب \ تحبين...؟  أحب \ لا أحب...  المغني \ المغنية، الفنان \ الفنانة، الموسيقي \ الموسيقية، المطرب، الأغنية...  من تفضّل \ تفضّلين، أم _____؟  أي أغنية تفضّل \ تفضّلين، أم _____؟  أفضّل...  أغنيّتي المفضّلة...  أفضل أغنية \ مطرب \ مغني بالنسبة لي...  Do you like...?  I like / I don't like...  The singer, the artist, the musician, the song...  Whom do you prefer, _____ or _____?</p>	<p>Students must compile a playlist for a class party containing the songs and musicians their classmates are most likely to enjoy. They poll their classmates about which Arab musicians they like, prefer or dislike. After completing the poll, they make a graph with sticky notes to visually represent the favorite artists of the class.</p> <p>Once students have narrowed down a few top artists for the class, they ask their classmates about certain songs by these artists to find out which they prefer.</p> <p>In pairs, students compile a class playlist using the information they gathered during the previous speaking activities.</p>

	<p>Which song do you prefer, _____ or _____?</p> <p>I prefer...</p> <p>My favorite song is...</p> <p>In my opinion, the best song / singer is...</p>	
<p>4. I can give simple reasons, when asked, about why I like or dislike certain artists and songs.</p>	<p>أحب \ لا أحب الأغنية لأنها... إيقاع أغنية... صوت الفنان... مشهور، جميل، بطيء، سريع، طويل، قصير، ممتاز، رائع، ليس جميل، لا يعجبني \ تعجبني، مناسبة للرقص، جدا تطابق الصفة والموصوف</p> <p>I like / don't like the song because it is...</p> <p>The song's rhythm is...</p> <p>The singer's voice is...</p> <p>Famous, beautiful, slow, fast, long, short, great, awesome, not beautiful, displeasing to me, good for dancing, very</p> <p>Noun-adjective agreement</p>	<p>The teacher plays clips from a variety of songs in class. After each clip, the teacher pauses for a class discussion, asking the students whether or not they like the song and why. Students first take a minute to gather their thoughts about the song, then they share their opinion with a partner. Students must try to give one reason why they like or dislike each song. The teacher selects different students to share their opinion after each song.</p>
<p>5. I can exchange some information about what concerts I want to go to.</p>	<p>حفلة موسيقية هل تريد \ تريدان أن تذهب \ تذهبي إلى...؟ أريد أن أذهب \ لا أريد أن أذهب</p> <p>Concert</p> <p>Do you want to go to...?</p> <p>I want to go / I don't want to go</p>	<p>The teacher gives the students a list of upcoming concerts. Working in pairs, students ask each other whether they want to go to each concert. At the end, the two students pick one concert that both want to attend. They share their decision with the class.</p>
<p>6. I can find out basic information about a concert, such as what day and time it is.</p>	<p>لمن الحفلة الموسيقية؟ الحفلة الموسيقية ل...</p>	<p>During an info gap activity, some student will play the role of concert promoters while others will play the role of music fans. The teacher will provide the "concert promoters" each with a</p>

	<p>متى الحفلة الموسيقية؟ الحفلة في... أيام الأسبوع الأرقام من 1 إلى 31 شهور السنة في أي ساعة الحفلة الموسيقية؟ في الساعة... (+الأرقام الترتيبية)</p> <p>Whose concert is it? It's _____'s concert. When is the concert? The concert is on.... Days of the week Numbers from 1 to 31 Months of the year What time is the concert? It's at _____ o'clock</p>	<p>different concert to promote, while providing the “music fans” with a blank calendar. The “music fans” must ask the “concert promoters” when the upcoming concerts will take place and mark them on their calendars.</p>
<p>7. I can invite others to a concert I want to attend and accept or decline invitations that have been extended to me.</p>	<p>هل تريد   تريدين أن تذهب   تذهبي إلى...؟ نعم، متى...؟ لا، أنا مشغول   مشغولة. لا، لا أحب... أنا آسف   آسفة. إن شاء الله</p> <p>Do you want to go to...? Yes, when? No, I'm busy. No, I don't like...</p>	<p>Students choose one concert that they would like to attend, based on authentic or semi-authentic concert announcements their teacher previously gave them. They participate in a mixer activity where they ask each other students in turn whether they'd like to attend the concert.</p> <p>One group of students forms a circle facing outwards. Another group of students forms a second circle facing the students in the inner circle. Students then ask the student across from them whether they would like to attend the concert, taking turns asking each other. Both record the other's response. The outer circle then moves one person to the right, forming new</p>



	<p>I'm sorry. God willing</p>	<p>partners, and the process continues until all students have had the opportunity to ask and answer questions with every other student.</p> <p>They keep a list of which students accept and decline. Students practice negotiating culturally appropriate responses to invitations.</p>
<p>8. I can find out more information about a song singer or musician, such as his/her nationality and what kind of music he/she plays.</p>	<p>هل يغني \ تغني الأغنية _____ ؟ هل هو \ هي من...؟ الشام، المغرب العربي، الخليج عربي أسماء الدول العربية (العراق، مصر، الجزائر، وما إلى ذلك) صفات النسبة للدول العربية (عراقي، مصري، جزائري، وما إلى ذلك) هل يعزف \ تعزف...؟ موسيقى الراي، موسيقى الروك، موسيقى الرقص، الموسيقى الإلكترونية، موسيقى البوب، موسيقى كلاسيكية، موسيقى الهيب هوب، موسيقى تقليدية تصريف الفعل في المضارع للضميرين "هو" و"هي" تطابق الصفة والموصوف Does he/she sing the song _____? Is he / she...? Is he / she from...? The Levant, North Africa, the Gulf Arab Names of Arab countries Adjectives for Arab nationalities (Iraqi, Egyptian, Algerian, etc.)</p>	<p>Students play a version of "20 questions" with Arab musicians and singers. The teacher may choose to give the students a list of musicians and singers to choose from in order to narrow down their choices, using musicians and singers from a variety of questions. The teacher should also practice sentence frames for possible questions with the students, such as, "Does he / she sing the song...?" "Is he / she from...?" "Does he/she play...?"</p> <p>When students have grown comfortable with the sentence frames, the teacher releases the students to work in small groups. One student thinks of a singer or musician; other students must ask him or her yes-or-no questions such as "Is he from the Gulf?" and "Is he from Qatar?" and "Does she play traditional music?" in order to narrow down the choices and try to guess who their classmate is thinking of.</p>

	<p>Does he / she play...?</p> <p>Rai music, rock, dance music, electronic music, pop, classical music, hip hop, traditional music</p> <p>Verb conjugations for he and she</p> <p>Noun-adjective agreement</p>	
<b>Presentational Speaking</b>		
<p>9. I can say what country and region of the Arab world a singer or song is from.</p>	<p>الشام، المغرب العربي، الخليج عربي أسماء الدول العربية (العراق، مصر، الجزائر، وما إلى ذلك) صفات النسبة للدول العربية (عراقي، مصري، جزائري، وما إلى ذلك) تطابق الصفة والموصوف</p> <p>The Levant, North Africa, the Gulf</p> <p>Arab</p> <p>Adjectives for Arab nationalities (Iraqi, Egyptian, Algerian, etc.)</p> <p>Noun-adjective agreement</p>	<p>Working individually, students create a slideshow or video of their top 10 singers (modeled on the video "أفضل 10 مطربين شباب في الوطن العربي" or "أفضل 10 أغنية راب عربي" "Ten best Arab rappers", listed in the resources section). They add a voiceover or narrate to the slideshow saying the name and country of origin of each musician they mention.</p>
<p>10. I can identify whether an artist is a singer, a musician, etc.</p>	<p>هو   هي مغني   مغنية، موسيقي   موسيقية، فنان   فنانة، مطرب   مطربة</p> <p>He is / she is a singer, a musician, an artist</p>	<p>After exploring some new Arab artists at home, either suggested by their teacher or on their own, students introduce one they enjoyed to the class the next day. Students specify what kind of artist the person is (a singer, a musician, etc.)</p>
<p>11. I can use simple adjectives to describe songs. I can use simple adjectives to describe singers.</p>	<p>الأغنية ل.. الأغنية... مشهورة، جميلة، بطيئة، سريعة، طويلة، قصيرة، ممتازة، رائعة، ليست جميلة، لا تعجبني، مناسبة للرقص، جداً، أيضاً</p>	<p>At the end of each week of camp, each student creates a short podcast discussing some of the songs they listened to that week, as if introducing the listener to new music. To introduce each song, they give a brief description of the songs and present two or three comparisons or contrasts between the songs they are presenting. Students</p>

	<p>المغني \ المغنية  صغير \ صغيرة في السن، كبير \ كبيرة في السن، وسيم \  وسيمة، جميل \ جميلة، مشهور \ مشهورة  تطابق الصفة والموصوف</p> <p>The song is by...</p> <p>The song is...</p> <p>Famous, beautiful, slow, fast, long, short, great,  awesome, not beautiful, displeasing to me, good  for dancing, very, also</p> <p>The singer is...</p> <p>Young, old, handsome, beautiful, famous</p> <p>Noun-adjective agreement</p>	<p>with limited access to technology may choose to do an in-class presentation instead.</p>
<p>12. I can identify some basic musical genres and say what genres I listen to and how often.</p>	<p>أستمع إلى \ لا أستمع إلى...  موسيقى الراي، موسيقى الروك، موسيقى الرقص، الموسيقى  الإلكترونية، موسيقى البوب، موسيقى كلاسيكية، موسيقى  الهيپ هوب، موسيقى تقليدية  عادةً، كثيراً، قليلاً، أحياناً، دائماً</p> <p>I listen to / I don't listen to</p> <p>Rai music, rock, dance music, electronic music,  pop, classical music, hip hop, traditional music</p> <p>Usually, a lot, a little, sometimes, always</p>	<p>After practicing sentence frames around musical genres such as “I listen to _____ a lot,” and “I always listen to _____” with a partner, students create a video or in-person introduction of themselves and their musical tastes to present to their classmates. In the video, they name the genres that they typically listen to and how often they listen to each.</p>
<b>Presentational Writing</b>		
<p>13. I can write the names in Arabic of some artists I am familiar with.</p>	<p>معرفة الحروف العربية  Knowledge of the Arabic alphabet</p>	<p>While teaching the letters of the alphabet, the teacher uses the names of some familiar artists as dictation practice, putting the letters of the alphabet into a familiar context.</p> <p>As they learn to write, students practice creating lists of the artists they want to listen to at home each night, writing their names in Arabic.</p>

<p>14. I can write the names in Arabic of some songs I am familiar with.</p>	<p>معرفة الحروف العربية Knowledge of the Arabic alphabet</p>	<p>While teaching the letters of the alphabet, the teacher uses the names of some familiar songs as dictation practice, putting the letters of the alphabet into a familiar context.</p> <p>As they learn to write, students practice creating lists of the songs they want to listen to at home each night, writing their titles in Arabic.</p>
<p>15. I can number a list in Arabic from 1 to 10, using Arabic or Arabic-Indic numerals.</p>	<p>معرفة الأرقام الهندية والعربية Knowledge of Arabic and Arabic-Indic numerals</p>	<p>When making a list, whether of a student's favorite songs or of the songs they want to listen to that evening at home, students number the list using Arabic-Indic numerals.</p>
<p>16. I can write a short email or text message to someone inviting them to a concert. I can respond to an invitation in writing.</p>	<p>هل تريد \ تريدين أن تذهب \ تذهبي إلى...؟ نعم، متى...؟ لا، أنا مشغول \ مشغولة. أنا آسف \ آسفة. إن شاء الله</p> <p>Do you want to go to...? Yes, when? No, I'm busy. No, I don't like... I'm sorry. God willing</p>	<p>After reviewing a list of upcoming concerts, students write "text messages" to each other or to the teacher inviting them to come to the concert. Students may exchange pieces of paper, imagining that they are text messages, or they may use an online platform such as Edmodo or Remind to exchange digital messages. Students practice negotiating culturally appropriate responses to invitations.</p>
<p>17. I can write basic information about a concert, such as the time, place, day, and date. I can fill out this information on a schedule.</p>	<p>الحفلة في... أيام الأسبوع الأرقام من 1 إلى 31 شهور السنة في الساعة... (+الأرقام الترتيبية)</p>	<p>Students create a concert poster promoting an upcoming concert, clearly displaying the artist, date, day of the week, and time.</p> <p>After deciding on the concerts they would like to attend, students make notes on a calendar of the date and time of these concerts. They may do so</p>

	<p>The concert is on....</p> <p>Days of the week</p> <p>Numbers from 1 to 31</p> <p>Months of the year</p> <p>At _____ o'clock</p>	<p>on a paper calendar or create a Google Calendar they share with their teacher.</p>
<b>Interpretive Listening</b>		
<p>18. When I hear an announcement about an event such as a concert, I can understand some basic information such as the time and day.</p>	<p>أيام الأسبوع الأرقام من 1 إلى 31 شهور السنة في الساعة... (+الأرقام الترتيبية)</p> <p>Days of the week</p> <p>Numbers from 1 to 31</p> <p>Months of the year</p> <p>At _____ o'clock</p>	<p>Students listen to video concert announcements (the teacher may choose to play them without the visuals the first time) and identify the time and date of the concert being announced. They note this information on a calendar to demonstrate their understanding.</p>
<p>19. When I hear a song, I can occasionally identify some familiar or repeated words.</p>	<p>حسب الأغنية، ولكن قد تشمل بعض الكلمات الشائعة مثل "أنا" "أنت" "أحب" "الحب" وما إلى ذلك</p> <p>The words depend on the song, but may include such common words as "I like / I love" "love" et cetera.</p>	<p>When students listen to songs in class, they should occasionally be able to identify repeated common words, such as "I love". The teacher may ask them to predict some of the words they will hear based on visual clues, play the chorus of the song, and then have work in pairs to identify familiar words before listening again and sharing as a class.</p>
<p>20. I can understand the main points of someone's basic description of a song's origin (musician, country, genre), and whether or not they like/dislike the song.</p>	<p>أحب \ لا أحب... مغني \ مغنية، موسيقي \ موسيقية، فنان \ فنانة، مطرب \ مطربة كلمات متعلقة الجنسية السابقة ذكرها كلمات متعلقة بأنواع الموسيقى السابقة ذكرها</p>	<p>Students listen to others' presentations on the types of music and songs they like and dislike. The track what they hear on a chart to show comprehension.</p>

	<p>I like / I don't like</p> <p>Singer, musician, artist</p> <p>Words related to nationality</p> <p>Words related to musical genres</p>	
<p>21. I can understand what year a song is from when provided with help.</p>	<p>القدرة على فهم الأرقام من 1 إلى 100 بالمساعدة</p> <p>Passive understanding of numbers 1-100 with help.</p>	<p>The teacher presents several different significant songs from the twentieth century in Arabic music, such as important songs by Um Kulthoum, Fairuz, and Marcele Khalife, plus others according to the interests of the teacher and students. The teacher tells the students what year each song is from, giving them help if necessary. Students place each song on a timeline the teacher has provided them. The teacher looks to see that students have grasped the general order and decade, rather than the exact year.</p>
<b>Interpretive Reading</b>		
<p>22. When I look at a song, such as on YouTube, I can understand the name of the artist.</p>	<p>معرفة الحروف العربية</p> <p>Knowledge of the Arabic alphabet</p>	<p>The teacher gives students printouts of screenshots from webpages such as YouTube with information about songs and artists. Students practice their knowledge of the Arabic alphabet in context by sounding out the names of artists. In time, students begin to recognize common Arab names.</p> <p>The teacher copies headlines from newspapers and magazines and gives them to students; students practice skimming headlines and identifying the names of familiar artists.</p>
<p>23. When I see a list of artists, such as a top 10 list, I can identify the names of the top artists and other basic information.</p>	<p>معرفة الحروف العربية</p> <p>Knowledge of the Arabic alphabet</p>	<p>The teacher provides students with some sample authentic or semi-authentic "top 10" lists of Arabic songs. Using context clues, their knowledge of Arabic music, and their knowledge of the Arabic alphabet, students locate the names</p>

		of artists and practice pronouncing them in Arabic.
24. I can read years and other numbers in Arabic, using both Arabic and Arabic-Indic numerals.	<p>معرفة الأرقام الهندية والعربية</p> <p>Knowledge of Arabic and Arabic-Indic numerals</p>	The teacher gives students a list of famous songs in Arab culture, including the name of the song, the artist, and the year it came out—but not in order. Students demonstrate their understanding of years in Arabic-Indic numerals by putting the items on the list in order from oldest to newest.
25. When I look at a written flyer for an event such as a concert, I can understand basic information such as the time and date that it is taking place. I can understand basic information on a calendar, such as the month and days of the week.	<p>أيام الأسبوع</p> <p>الأرقام من 1 إلى 31</p> <p>شهور السنة</p> <p>في الساعة... (+الأرقام الترتيبية)</p> <p>Days of the week</p> <p>Numbers from 1 to 31</p> <p>Months of the year</p> <p>At _____ o'clock</p>	Students review concert announcements and posters the teacher has placed around the room. They compare each to a calendar the teacher has given them indicating what days they are busy and what days they are free. They note which events they will be able to attend based on their availability.

## Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Sample top-10 lists:

- <http://www.mawaly.com/charts/tracks>
- <http://www.listenarabic.com/ar/top-10-songs/>
- <http://www.mawaly.com/charts/tracks>
- <http://www.saidaonline.com/news.php?go=fullnews&newsid=541>
- <http://www.aljazeera.net/news/cultureandart/2002/12/21/%D8%A3%D9%86%D8%A7-%D9%88%D9%84%D9%8A%D9%84%D9%89-%D9%84%D9%83%D8%A7%D8%B8%D9%85-%D8%A7%D9%84%D8%B3%D8%A7%D9%87%D8%B1-%D8%AA%D8%AF%D8%AE%D9%84-%D9%84%D8%A7%D8%A6%D8%AD%D8%A9-%D8%A3%D9%81%D8%B6%D9%84-%D8%A3%D8%BA%D8%A7%D9%86%D9%8A-%D8%A7%D9%84%D8%B9%D8%A7%D9%84%D9%85>

Video slideshow: أكثر 10 مغنيين عرب شهرة

<https://www.youtube.com/watch?v=eCwDao7fvN0>

Video slideshow: أفضل 10 مطربين شباب في الوطن العربي

[https://www.youtube.com/watch?v=z\\_OWPI9mY\\_M](https://www.youtube.com/watch?v=z_OWPI9mY_M)

Video slideshow: أفضل 10 مغنيين راب عربي

<https://www.youtube.com/watch?v=6pUdgRZuazQ>

Video concert announcement: إعلان حفلة ناصيف زيتون في مالمو

<https://www.youtube.com/watch?v=UiWWFN7jDgl>

Video concert announcement: إعلان حفلة #عبدالمجيد\_عبدالله في دبي

<https://www.youtube.com/watch?v=6WtPZHvUtek>

Video concert announcement: إعلان الحفل الجماهيري

<https://www.youtube.com/watch?v=zf6l5J7JuFY>

Television program about the top 10 songs of the week: Top 10 أحلى الأغاني

<http://www.aghaniaghani.com/programs/top10>

Sample concert posters/event announcements:

- <https://mostaql.hsoucdn.com/uploads/199912-1458361532-badilposter.jpg>
- <https://i.ytimg.com/vi/Tnyz3APP4ok/maxresdefault.jpg>
- <http://www.cairo360.com/arabic/events/>
- <http://calendar.jo/arabic/Eventnew.aspx?EventId=2935>
- <http://www.visitdubai.com/ar/events/emirates-airline-dubai-jazz-festival-2017>
- <http://www.irhal.com/ar/%D9%84%D8%A8%D9%86%D8%A7%D9%86/%D8%A8%D9%8A%D8%B1%D9%88%D8%AA/%D9%85%D9%87%D8%B1%D8%AC%D8%A7%D9%86%D8%A7%D8%AA>

Background / informational resource: Classical Arab Music blog

<https://arabianmusic.wordpress.com/>

Background / informational resource: Music and Media in the Arab World, edited by Michael Frishkopf

<https://global.oup.com/academic/product/music-and-media-in-the-arab-world-9789774162930?lang=en&cc=us>

Background / informational resource: عالم المقامات

<http://www.maqamworld.com/>

Focus on a song: يلي زرعنوا البرتقال



<http://albustanseeds.org/digital/yalli/>

General resource: Listen Arabic

<http://www.listenarabic.com/>

## Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY

*You may add additional rows as necessary.*