



2015 STUDENT Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK Central				
Program Title:	My Celebrations and My Community				
Language(s):	Arabic	Grade(s) of Learners: K-2, 3-5, 6-8, 9-12		6-8	
Heritage Speakers?	Yes		Non-Heritage Speakers?	No	
Program Setting:	<i>Residential:</i>		<i>Non-Residential:</i>	x	<i>Distance/Online Component:</i> No
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	3	<i>Contact Hours:</i>	90	
Target Proficiency Level: (by end of program)	IL		Target Performance Level(s): (during and by end of program)	IL-IM	
If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.					
Curriculum designed by:	Sarah Standish – OneWorld Now!				
Email:	sarah@oneworldnow.org				

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?

The program “My Celebrations and My Community” is designed for heritage learners of Arabic with an intermediate low proficiency in the language. Over the course of a 90-hour summer camp, students investigate the role that their celebrations play in the formation of their community and identity. Through in-class activities and discussions, interviews with community members (Interpersonal Communication), and authentic materials (Interpretive Listening and Reading), students investigate the diversity of holiday celebrations within the Arab world and within the Arab-American community. Through interviews with community members about how holidays were celebrated in community members’ countries of origin, they understand that the ways they celebrate holidays are impacted by their home country as well as traditions that originated in the Arab world. Students also investigate how celebrating holidays from more than one tradition—for example, celebrating both Ramadan and Thanksgiving—contributes to a rich hybrid identity that can be a source of strength. Throughout the camp, students strengthen their literacy skills through a variety of reading and writing tasks, including writing a blog post about a holiday celebration and writing formal holiday event invitations. Toward the end of the camp, students create, write, and illustrate short children’s stories reflecting some of their holiday traditions. At a final, culminating event, students invite community members to the camp and hold a story-telling hour for young children from the community that speaks the target language.

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. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
Interpersonal Speaking	
<p>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.</p> <p>Intermediate Mid: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p>	<ol style="list-style-type: none"> 1. I can find out what holidays my classmates and community celebrate, using the appropriate names for religious, national, and family celebrations in Arabic. 2. I can ask follow-up questions to find out why my classmates celebrate or don't celebrate certain holidays. I can give simple reasons why I celebrate or don't celebrate certain holidays using some connected sentences. 3. I can ask and answer questions in order to find out whether some common practices are involved in different celebrations. I can find out whether a holiday typically involves fasting, prayer, going to a church, mosque, or synagogue, eating special meals or dishes, inviting over family or friends. 4. I can find out how classmates and community members prepare for certain holidays, asking about whether they purchase certain items, foods, send invitations, and so on. 5. I can find out how an immigrant community member used to celebrate holidays in their home country. 6. I can make plans with someone detailing what we will do on a particular holiday.
Presentational Speaking	
<p>Intermediate Low: I can present information on most familiar topics using a series of simple sentences.</p> <p>Intermediate Mid: I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<ol style="list-style-type: none"> 7. I can present a narrative of a holiday I typically celebrate, using some connected sentences. 8. I can present information about holiday celebrations I've learned while interviewing my classmates or community members. 9. I can tell a short holiday story using some connected sentences.
Presentational Writing	
<p>Intermediate Low: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<ol style="list-style-type: none"> 10. I can write a short holiday story for children. 11. I can write a simple recipe for meal to be served at a particular holiday. 12. I can write an invitation, flyer, or announcement for a formal holiday celebration.

<p>Intermediate Mid: I can write on a wide variety of familiar topics using connected sentences.</p>	<p>13. I can write a diary entry describing how I celebrated a particular holiday. 14. I can write a short blog post for a personal blog describing a holiday celebration I recently attended.</p>
<p>Interpretive Listening</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>Intermediate Mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>	<p>15. I can understand the main idea of a TV show about holiday celebrations in a particular family or community. 16. I can understand oral instructions for making a holiday meal, whether from a community member or from a cooking show.</p>
<p>Interpretive Reading</p>	
<p>Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar.</p> <p>Intermediate Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>17. I can understand the main events in a holiday children’s story. 18. I can understand the main idea of an article describing a holiday celebration in a particular community. 19. I can understand the main idea of a text describing what the makeup of a community is and what kinds of holidays are celebrated. 20. I can read a recipe giving instructions for food to be cooked on a particular holiday.</p>

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.

<p>INTERPRETIVE TASK</p>	<p>INTERPERSONAL TASK</p>	<p>PRESENTATIONAL TASK</p>
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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.
Learners will watch a video segment about a holiday celebration in the Arab world and also read an article about another holiday celebration in the Arab world. Learners will complete a graphic organizer showing similarities and differences between the two celebrations.	Learners will interview their classmates about the holiday traditions they have already learned about in the interpretive task. They will find out whether or not their classmates celebrate the holidays mentioned and what elements of those celebrations are similar or different to the celebrations described.	Learners will write holiday children’s stories rooted in the cultural practices of one of the holidays in their traditions or about which they learned about during the camp. At the final camp celebration, learners will orally re-tell their stories to children from the community.

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.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & 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.
Interpersonal Speaking		
1. I can find out what holidays my classmates and community celebrate, using the appropriate names for religious, national, and family celebrations in Arabic.	عيد ج. أعياد عيد الأضحى، عيد الفطر، رمضان، عيد الفصح \ عيد القيامة، عيد الشكر، عيد الاستقلال، عيد الميلاد، أعياد أخرى حسب خلفيات الطلاب، عيد رأس السنة، هالووين احتفل ب \ يحتفل ب	Students conduct a poll of their classmates to find out how many celebrate different holidays. They ask follow-up questions to find out when each holiday is and create a class calendar reflecting all of the holidays celebrated among their classmates.

	<p>هل تحتفل ب...؟ متى...؟ شهور السنة</p> <p>Holiday(s) Eid al-Adha, Eid al-Fitr, Ramadan, Easter, Christmas, Thanksgiving, Independence Day, New Year's, Halloween, other holidays according to the background of the students</p> <p>To celebrate Do you celebrate...? When...?</p>	
<p>2. I can ask follow-up questions to find out why my classmates celebrate or don't celebrate certain holidays. I can give simple reasons why I celebrate or don't celebrate certain holidays using some connected sentences.</p>	<p>لماذا...؟ لأنّ + الضمائر المتّصلة بسبب</p> <p>Why...? Because + attached pronouns Because of</p>	<p>Working in groups of three, students practice sustaining follow-up questions and connected sentences in discussions about holidays. Two students discuss the holidays they celebrate while one student listens silently. The two students who are speaking establish what holidays they celebrate and ask follow-up questions of their classmate to find out why others do or do not celebrate certain holidays. The third person in the group who is listening silently tracks how often both people in the group ask follow-up questions or provide reasons and justifications for their positions, then gives feedback to his or her classmates about how well they are doing with these skills. Students rotate roles so that each has an opportunity to ask and answer questions, as well as to give feedback.</p>
<p>3. I can ask and answer questions in order to find out whether some common practices are involved in different celebrations. I can find out whether a holiday typically involves fasting, prayer, going to a church, mosque,</p>	<p>في أي عيد...؟ لماذا؟ كيف؟ متى؟ طبخ يطبخ صام يصوم المسجد، الكنيسة، الكنيس أو المعبد اليهودي</p>	<p>The teacher assigns each student to ask about a particular holiday practice, such as fasting or setting off fireworks. Each student must ask at least five other student in class whether any of his or her holiday celebrations involve that practice, then ask follow-up questions such as "When do</p>

<p>or synagogue, eating special meals or dishes, invite over family or friends.</p>	<p>اجتمع ب \ يجتمع ب الأقارب، الجيران، الأصدقاء، العائلة دعا \ يدعو كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>On which holiday...? Why? How? When? The mosque, the church, the synagogue To gather together with To invite Neighbors, relatives, friends, family Other words according to the background and interests of the students</p>	<p>you...?” “Who does this...?” and so on. Students form groups with others who did not ask about the same practice and share their findings.</p> <p>The teacher places students in small groups of students, ideally grouping together students who celebrate the same holidays but come from different backgrounds (such as different parts of the Arab world or different parts of the US). The teacher assigns each group to investigate the similarities and differences between how they all celebrate the same holiday.</p> <p>The teacher may choose to expand on the activity by moving to an “Inside-Outside Circle” format: half of the students stand in a circle facing outward. The other half of the students stand in a circle facing inward, so that two students are looking at each other. The two students speak about a topic, then one circle rotates one person clockwise so that each student now has a new partner. The teacher can either assign each student a relevant question or discussion topic to talk about with their classmates, or call out a new question or discussion topic every time the students switch partners.</p>
<p>4. I can find out how classmates and community members prepare for certain holidays, asking about whether they purchase certain items, foods, send invitations, and so on. (Interpersonal Speaking)</p>	<p>استعدّ \ يستعدّ نظّف \ ينظّف دعا \ يدعو اشترى \ يشتري زيّن \ يزيّن كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>To get ready, prepare To clean To invite</p>	<p>The teacher divides the class into pairs and assigns each pair to a particular holiday. Depending on the composition of the class, the teacher may choose to assign them a holiday that both celebrate or that only one celebrates in order to increase learning about diverse holiday celebrations. In pairs, the students imagine that they are preparing a holiday celebration for their household. They discuss all of the steps that they need to take in order to plan the celebration, and briefly write the steps they plan in a list format. Students then meet with another pair who worked on preparing for the same holiday and</p>

	<p>To purchase</p> <p>To decorate</p> <p>Other words according to the background and interests of the students</p>	<p>share their plans in order to see if either pair missed any necessary steps.</p>
<p>5. I can find out how an immigrant community member used to celebrate holidays in their home country. (Interpersonal Speaking)</p>	<p>كان + المضارع (كيف كنت تحتفل ب...؟) السردي في الماضي الأسئلة: هل، ماذا، ما، متى، أي، في أي، أين، من أين، لماذا، من، كيف... كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>Used to</p> <p>Narration in the past tense</p> <p>Question words: Did, what, when, which, in which, where, from where, why, who, how...</p> <p>Other words according to the background and interests of the students</p>	<p>Students select someone from their heritage-speaking community to interview who spent at least part of his or her life in an Arab country. In class, students prepare a variety of questions to ask during the interviews. They also prepare a checklist of elements they would expect to encounter in the holiday celebrations they plan to ask about. Outside of class, students conduct an interview in the target language asking how the community member used to celebrate a specific holiday in the Arab country he or she lived in and complete the checklist to show which elements were present. They add explanatory notes to their checklist to help explain significant differences they find</p>
<p>6. I can make plans with someone detailing what we will do on a particular holiday. (Interpersonal Speaking)</p>	<p>متى... هل تريد \ تريدان أن _____ معي؟ في يوم... (الاثنين، الثلاثاء، الأربعاء، الخميس، الجمعة، السبت، الأحد شهور السنة في الساعة... س... \ سوف... اجتمع ب \ يجتمع ب اتصل ب \ يتصل ب كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>When</p> <p>Do you want to _____ with me?</p>	<p>The teacher assigns each student to a holiday that he or she celebrates. Students make a list of three to five activities that they might do to celebrate that holiday. Students then circulate throughout the room and invite other students to do particular activities with them on a holiday. Asking follow-up questions, students narrow down a day and time frame for each activity and record their plans on a paper or digital calendar. Students may not plan two activities at the same time. At the end, students create a written or digital calendar displaying the times they plan to meet and the activities they will do.</p>

	<p>On _____ day (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)</p> <p>Month(s)</p> <p>At _____ o'clock</p> <p>(I) will...</p> <p>To get together with</p> <p>To call, get in touch with</p> <p>Other words according to the background and interests of the student</p>	
Presentational Speaking		
<p>7. I can present a narrative of a holiday I typically celebrate, using some connected sentences</p>	<p>ف، ثم، بعد ذلك \ بعد ما \ بعد أن، قبل ذلك \ قبل ما \ قبل أن، أولاً، أخيراً</p> <p>هكذا</p> <p>حيث</p> <p>ل، لكي</p> <p>كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>So, then, after that, afterwards, before that, beforehand, first, last</p> <p>Thus</p> <p>(That is) where</p> <p>In order to</p> <p>Other words according to the background and interest of the students</p>	<p>Students prepare an informational presentation to the class on one holiday they particularly enjoy celebrating. In order to prepare, students create an outline or word cloud of the ideas they want to present. They then identify connectors that could help them link their ideas. Students practice their presentations using only minimal notes or visual cues in order to ensure that their presentation consists of speaking, not reading. When students present in front of the class, their classmates support them in the effort to use some connected sentences by tracking how many connectors they hear used during the presentation. Students who are listening give the presenters feedback on how clearly they narrated the event sequence and how strongly they connected the elements of their celebration to one another.</p>
<p>8. I can present information on holidays I've found while interviewing my classmates or community members.</p>	<p>معظم الذين يحتفلون ب _____ (عيد معين)...</p> <p>غالباً، من يحتفل ب _____ (عيد معين)...</p> <p>الذي، التي، الذين</p> <p>مثلاً</p> <p>كل من</p>	<p>After speaking with multiple classmates or community members about which holidays they celebrate and how they celebrate them, students present a summary of the trends they noticed. The teacher should help students focus on the more interesting findings they have noticed through a process of brainstorming, sharing their</p>

	<p>غالباً، عموماً، ولكن بالمئة أيضاً، بالإضافة إلى ذلك بالمقارنة مع كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>Most of the people who celebrate (a certain holiday)...</p> <p>Often, those who celebrate (a certain holiday)...</p> <p>That, who, which</p> <p>For example</p> <p>All those who</p> <p>Often, generally, but</p> <p>Percent</p> <p>Also, in addition to that</p> <p>In comparison with</p> <p>Other words according to the background and interests of the students</p>	<p>ideas, and refining them. Where appropriate, students may create simple bar or pie graphs supporting their generalizations (e.g. 75% of students in the class eat turkey on Thanksgiving).</p>
<p>9. I can tell a short holiday story using some connected sentences.</p>	<p>السرد في الماضي ف، ثم، بعد ذلك \ بعد ما \ بعد أن، قبل ذلك \ قبل ما \ قبل أن، أولاً، أخيراً هكذا حيث ل، لكي كلمات أخرى تفيد السياق</p> <p>Narration in the past tense</p> <p>So, then, after that, afterwards, before that, beforehand, first, last</p> <p>Thus</p>	<p>Students prepare a personal holiday story to tell the class, such as a particularly significant or funny event that happened on a holiday. Students each prepare the vocabulary that is relevant to his or her own story and practice the story with peers. The teacher provides students with a checklist of elements to look for when listening to others' stories, such as having a clear beginning, middle, and end as well as a clear sequence of events. Students then relate the story in front of the class, displaying relevant illustrations if they have them.</p>

	(That is) where In order to Other similar words as needed	
Presentational Writing		
10. I can write a short holiday story. (Presentational Writing)	<p style="text-align: center;">السرد في الماضي كان يا ما كان في قديم الزمان ف، ثم، بعد ذلك \ بعد ما \ بعد أن هكذا حيث ل، لكي قد لم فجأة... ما إن...حتى... لما الحال مفردات أخرى حسب القصة</p> <p>Narration in the past tense Once upon a time So, then, after that, afterwards Thus (That is) where (That is) when In order to Had (done something) Didn't (do something) Surprisingly...</p>	Students choose a holiday that is important to them in their family tradition and compose a children's story to fit the holiday. Students use a writing process of brainstorming, writing a draft, and peer editing in order to produce their final result. Students may illustrate the stories according to their level of artistic interest.

	<p>No sooner had....before...</p> <p>The circumstantial accusative (الحال)</p> <p>Other words depending on the story</p>	
<p>11. I can write a simple recipe for a meal to be served at a particular holiday. (Presentational Writing)</p>	<p>وصفة كوب، معلقة، علية خلط يخلط حضّر يحضّر وضع يضع أضاف يضيف سكب يسكب أولاً، ثانياً، أخيراً، ثم صيغة الأمر المبني للمجهول أسماء المكونات حسب الوصفة</p> <p>Recipe Cup, spoonful, container/box Mix Prepare Place Add Pour First, second, last, then The imperative The passive voice Names of ingredients according to the recipe</p>	<p>Students choose a member of their immigrant community to cook with outside of class. They ask the community member to teach them a holiday recipe that he or she cooks from memory, without using a written recipe, in order to create a written record of oral cooking traditions. As the student cooks with the community member, he or she takes notes on the cooking ingredients and process. In class, students create a formally written version of the recipe along with a short introduction that describes the role this dish plays in a holiday celebration. The class may choose to compile the recipes into a printed or digital “holiday recipe book” after completing the task and share them with the community.</p>

<p>12. I can write an invitation, flyer, or announcement for a formal holiday celebration. (Presentational Writing)</p>	<p>دعوة ينشرف بدعوة حضرتم لحضور... وذلك يوم...في الساعة... ولنتناول طعام العشاء... وبحضوركم يزداد الاحتفال بالبهجة والسرور... نتمنى لكم قضاء وقت ممتع... يرجى حضوركم لتناول وجبة... Invitation (The host) is honored to invite you to attend... And (the event) will be on... at _____ o'clock To eat dinner... And your presence will increase the joy and happiness of the celebration... We hope that you will have a good time Your presence is requested to eat...</p>	<p>Students select a holiday celebration that is important to them. They imagine a formal holiday celebration they would like to hold in order to celebrate this occasion. According to the audience they are targeting, students compose formal invitations or a flier or announcement for the celebration. After writing a rough draft of their invitations, flier, or announcement students use available technology to produce aesthetically pleasing and authentic-looking final drafts.</p>
<p>13. I can write a diary entry describing how I celebrated a particular holiday.</p>	<p>السرد في الماضي يوميات خلال ولكن ف، ثم، بعد ذلك \ بعد ما \ بعد أن، قبل ذلك \ قبل ما \ قبل أن طبخ \ يطبخ صام \ يصوم المسجد، الكنيسة، الكنيس أو المعبد اليهودي اجتمع ب \ يجتمع ب الأقارب، الجيران، الأصدقاء، العائلة دعا \ يدعو</p>	<p>In class, students agree on one holiday to hold a celebration for in class, such as observing a holiday specific to a particular tradition that happens to fall during their camp. In Arabic, students prepare for the holiday celebration, making plans, issuing invitations, and assigning roles. After major steps, students individually record the holiday planning process in a diary entry. If they have access to appropriate facilities and resources, they may carry out the holiday celebration itself in class.</p>

	<p>كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>Narration in the past tense</p> <p>Diary</p> <p>During</p> <p>But</p> <p>So, then, after that, afterwards, before that, beforehand, first, last</p> <p>To cook</p> <p>To fast</p> <p>The mosque, the church, the synagogue</p> <p>To gather together with</p> <p>To invite</p> <p>Neighbors, relatives, friends, family</p> <p>Other words according to the background and interests of the students</p>	
<p>14. I can write a blog post for a personal blog describing a holiday celebration I recently attended. (Presentational Writing)</p>	<p>السرد في الماضي</p> <p>يوميات</p> <p>خلال</p> <p>ولكن</p> <p>ف، ثم، بعد ذلك \ بعد ما \ بعد أن، قبل ذلك \ قبل ما \ قبل أن</p> <p>طبخ \ يطبخ</p> <p>صام \ يصوم</p> <p>المسجد، الكنيسة، الكنيس أو المعبد اليهودي</p> <p>اجتمع ب \ يجتمع ب</p> <p>الأقارب، الجيران، الأصدقاء، العائلة</p> <p>دعا \ يدعو</p> <p>كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p>	<p>Students gather information around a holiday they do normally celebrate via multiple methods, such as reading about it, watching an informational TV episode about it, or interviewing classmates or members of the community. Students then imagine that they themselves were present at a celebration of this holiday as a guest. In order to share their experience with others, students write a blog post describing it. Students use a writing process that includes brainstorming, peer editing, and multiple drafts in order to ensure a high quality. If possible, students share their blog post with community members: with someone who celebrates that particular holiday in order to verify the details, and with those who do not celebrate that holiday in order to share information about diverse types of celebrations.</p>

	<p>Narration in the past tense</p> <p>Diary</p> <p>During</p> <p>But</p> <p>So, then, after that, afterwards, before that, beforehand, first, last</p> <p>To cook</p> <p>To fast</p> <p>The mosque, the church, the synagogue</p> <p>To gather together with</p> <p>To invite</p> <p>Neighbors, relatives, friends, family</p> <p>Other words according to the background and interests of the students</p>	
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Interpretive Listening

<p>15. I can understand the main idea of a TV show about holiday celebrations in a particular family or community.</p>	<p>طبخ يطبخ صام يصوم المسجد، الكنيسة، الكنيس أو المعبد اليهودي اجتمع ب يجتمع ب الأقارب، الجيران، الأصدقاء، العائلة دعا يدعو كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>To cook</p> <p>To fast</p> <p>The mosque, the church, the synagogue</p> <p>To gather together with</p> <p>To invite</p>	<p>The teacher plays a clip from a TV show in the target language highlighting a holiday celebration in a particular Arab country. As a pre-listening activity, the teacher first plays the video with the sound off and asks students to brainstorm from the visuals some of the main elements of the celebration they expect to hear mentioned. The students compile a list as a class of what they expect to hear about, then watch the video with the sound on to confirm which elements are mentioned. Upon watching the video a second time, students attempt to note any more details they can glean about these holiday traditions.</p>
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	<p>Neighbors, relatives, friends, family</p> <p>Other words according to the background and interests of the students</p>	
<p>16. I can understand oral instructions for making a holiday meal, whether from a community member or from a cooking show.</p>	<p>كوب، معلقة، علية خلط يخلط حضّر يحضّر وضع يضع أضاف يضيف سكب يسكب أولاً، ثانياً، أخيراً، ثم بعد ذلك صيغة الأمر المقادير غرام أسماء المكونات حسب الوصفة</p> <p>Cup, spoonful, container/box</p> <p>Mix</p> <p>Prepare</p> <p>Place</p> <p>Add</p> <p>Pour</p> <p>First, second, last, then</p> <p>The imperative</p> <p>Ingredients</p> <p>Gram</p> <p>Names of ingredients according to the recipe</p>	<p>The teacher selects a cooking video to play for a holiday meal. Because cooking videos often involve considerable visual support, the teacher may choose to play only the sound from the cooking video the first time. The teacher prepares a series of aids for students to demonstrate their understanding: A sheet with pictures of ingredients on it, and kitchen items such as mixing bowls and pots. The teacher plays the sound from the cooking video, pausing at important moments for students to demonstrate their understanding. For example, after hearing the list of ingredients, students must circle the ingredients mentioned on their list of ingredients to show what they would purchase to prepare for the meal. The teacher continues to play the cooking directions, pausing at appropriate moments for students to demonstrate that they understood the directions. Students demonstrate their understanding by acting out the cooking of the recipe in pairs or small groups using the props they have: For example, putting the “ingredients” in a bowl, mixing them, transferring them to the stove. When appropriate, the teacher may follow up by sending the video to the students and asking them to cook the dish at home.</p>

Interpretive Reading

17. I can understand the main events in a holiday children's story.

السرد في الماضي
كان يا ما كان في قديم الزمان
ف، ثم، بعد ذلك \ بعد ما \ بعد أن
هكذا
حيث
ل، لكي
قد
لم
فجأة...
ما إن...حتى...
لما
الحال
مفردات أخرى حسب القصة

Narration in the past tense

Once upon a time

So, then, after that, afterwards

Thus

(That is) where

(That is) when

In order to

Had (done something)

Didn't (do something)

Surprisingly...

No sooner had....before...

The circumstantial accusative (الحال)

Other words depending on the story

Other words according to the story

The teacher gives students a children's holiday story, photocopied so that the text is on different sheets of paper than the images. Students must read the text and decide based on the content which images fit with which pages. After reading the story, students retell it in their own words to a classmate who read a different story.

<p>18. I can understand the main idea of an article describing a holiday celebration in a particular community.</p>	<p>طقس ج. طقوس نشاط ج. نشاطات وجبة خاص ب زينة حفلة عادة صلّى يصلّي شجرة كلمات أخرى حسب اهتمامات الطلاب وخلفياتهم</p> <p>Ritual(s) Activity(ies) Dish, meal Particular to Decoration Party Normally To pray Tree Other words according to the background and interests of the students</p>	<p>The teacher gives students an article about a holiday or holidays in a particular place, with headlines and sub-headlines removed. While reading the article, students generate a title for each paragraph and then a title for the article as a whole in order to focus on main ideas. Students also underline some of the details they understand about how the holiday is celebrated, then create a “to do” list for themselves listing some of the things that they would do to prepare if they were celebrating that holiday.</p>
<p>19. I can understand the main idea of a text describing what the makeup of a community is and what kinds of holidays are celebrated.</p>	<p>مجموعة طائفة انتمى إلى ينتمي إلى عدد شكّل، يشكّل جزء لا يتجزأ من</p>	<p>Students read an article on the makeup of a particularly community in the Middle East or an Arab community outside of the Middle East. To demonstrate their understanding of the text, they create a series of graphs or an infographic to accompany the article showing some of the most important facts about the makeup of this community.</p>

	<p>فيما يتعلق ب كلمات أخرى حسب المقالة</p> <p>Group Sect To belong to Number To compose An inseparable part of With what pertains to Other words according to the article</p>	
<p>20. I can read a recipe giving instructions for food to be cooked on a particular holiday.</p>	<p>كوب، ملعقة، علبة خلط يخلط حضّر يحضّر وضع يضع أضف يضيف سكب يسكب أولاً، ثانياً، أخيراً، ثم صيغة الأمر المبني للمجهول أسماء المكونات حسب الوصفة</p> <p>Cup, spoonful, container/box Mix Prepare Place Add Pour First, second, last, then</p>	<p>The teacher prints a holiday recipe and cuts different parts out so that they are on separate strips of paper. The teacher gives the students the strips of paper in an envelope and asks them to put them in a logical order based on the content.</p> <p>The teacher may also cut out the steps of a recipe so that each step is on a separate piece of paper. Each student receives one step; students must share their step with others and try to arrange themselves into a line from the first step of a recipe to the last step.</p> <p>The teacher assigns pairs of students a recipe for a holiday. If possible, students are assigned to cook this recipe at home and take pictures of themselves cooking it at various stages.</p>

	The imperative Ingredients Gram Names of ingredients according to the recipe	
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You may add additional rows as necessary.

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 holiday stories to read:

من خبأ خروف العيد؟ لتغريد النجار، رسوم لحسان مناصرة

<http://www.neelwafurat.com/itempage.aspx?id=lbb92098-52404&search=books>

يا هلا بالعيد لغرناطة الطنطاوي

<http://www.al-fateh.net/fateh-d/fa-09-161/ya.htm>

قصص العيد لبينديكت كاربونيل:

<https://www.abjjad.com/book/2199879681/%D9%82%D8%B5%D8%B5-%D8%AC%D9%85%D9%8A%D9%84%D8%A9-%D9%84%D9%84%D8%A7%D8%B7%D9%81%D8%A7%D9%84-%D9%82%D8%B5%D8%B5-%D8%A7%D9%84%D8%B9%D9%8A%D8%AF/2200109057/reviews>

قصة عيد الميلاد الأول من الكتاب المقدس للأطفال لإدوارد هيويز:

http://bibleforchildren.org/PDFs/arabic/The_Birth_of_Jesus_Arabic.pdf

قصة عيد القيامة الأول من الكتاب المقدس للأطفال:

http://bibleforchildren.org/PDFs/arabic/The_First_Easter_Arabic.pdf

هدايا العيد لأحمد محمد

http://haybinyakzhan.blogspot.com/2013/10/blog-post_3880.html

عيد ميلاد سارة لمأمون محيي الدين حمّود

<http://www.noonbooks.dz/kids-stories/%D8%B9%D9%8A%D8%AF-%D9%85%D9%8A%D9%84%D8%A7%D8%AF-%D8%B3%D8%A7%D8%B1%D8%A9-.html>

Sample recipes

وصفة قطايف:

http://mawdoo3.com/%D8%B7%D8%B1%D9%8A%D9%82%D8%A9_%D8%B9%D8%AC%D9%8A%D9%86%D8%A9_%D8%A7%D9%84%D9%82%D8%B7%D8%A7%D9%8A%D9%81

وصفات عيد الفطر:

<https://www.ma7shy.com/category/44/%D8%B9%D9%8A%D8%AF-%D8%A7%D9%84%D9%81%D8%B7%D8%B1>

كعكة عيد الفصح:

http://www.nestle-family.com/recipes/%D9%83%D8%B9%D9%83%D8%A9-%D8%B9%D9%8A%D8%AF-%D8%A7%D9%84%D9%81%D8%B5%D8%AD_33134.aspx

Sample TV episodes/clips highlighting holiday celebrations

وثائقي الجزيرة عن العيد الكبير في المغرب

<https://www.youtube.com/watch?v=Z6Ds8sWUYuo>

طقوس وأجواء عيد الفصح في فلسطين

<https://www.youtube.com/watch?v=9IgyY2ZFk8o>

عيد الفصح في القدس:

<https://www.youtube.com/watch?v=FWYOW0XYWdw>

صلوات

بيروت تعيش أجواء عيد الميلاد رغم الظروف السياسية الصعبة

https://www.youtube.com/watch?v=NU_Dm65j9I8

عيد رأس السنة الميلادية

https://www.laits.utexas.edu/aswaat/video_s.php#/2/new_year/

رمضان في مصر

https://www.laits.utexas.edu/aswaat/video_s.php#/1/ramadan_in_egypt/

Focus on holiday foods:

تحضير شراب قمر الدين

https://www.laits.utexas.edu/aswaat/video_s.php#/2/kamar_al_diin/

برنامج المطبخ – تقرير عن طقوس رمضان والعيد في المملكة العربية السعودية

<https://www.youtube.com/watch?v=xkkpxFk3uiE>

وصفات عيد الأضحى (المغرب)

<https://www.youtube.com/watch?v=fZjPfTigwn0>

4 وصفات عيد الأضحى

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

Texts about holidays in a particular community

العراق:

<https://chronicle.fanack.com/ar/iraq/society-media-culture/culture/festivals/>

السعودية:

<https://chronicle.fanack.com/ar/saudi-arabia/society-media-culture/culture/public-holidays/>

عيد الميلاد في الأردن:

<http://www.alquds.co.uk/?p=456048>

رمضان في تونس:

https://ar.wikipedia.org/wiki/%D8%B1%D9%85%D8%B6%D8%A7%D9%86_%D9%81%D9%8A_%D8%AA%D9%88%D9%86%D8%B3

رمضان في المغرب:

<http://arabic.cnn.com/entertainment/2014/07/04/morocco-ramadan-traditions-past-and-present>

رمضان في المغرب:

<http://islamweb.net/ramadan/index.php?page=article&id=135264>

عيد الجلاء في سوريا:

[https://ar.wikipedia.org/wiki/%D8%B9%D9%8A%D8%AF_%D8%A7%D9%84%D8%AC%D9%84%D8%A7%D8%A1_\(%D8%B3%D9%88%D8%B1%D9%8A%D8%A7\)](https://ar.wikipedia.org/wiki/%D8%B9%D9%8A%D8%AF_%D8%A7%D9%84%D8%AC%D9%84%D8%A7%D8%A1_(%D8%B3%D9%88%D8%B1%D9%8A%D8%A7))

شم النسيم في مصر:

https://ar.wikipedia.org/wiki/%D8%B4%D9%85_%D8%A7%D9%84%D9%86%D8%B3%D9%8A%D9%85

عيد التحرير في الكويت:

[https://ar.wikipedia.org/wiki/%D8%B9%D9%8A%D8%AF_%D8%A7%D9%84%D8%AA%D8%AD%D8%B1%D9%8A%D8%B1_\(%D8%A7%D9%84%D9%83%D9%88%D9%8A%D8%AA\)](https://ar.wikipedia.org/wiki/%D8%B9%D9%8A%D8%AF_%D8%A7%D9%84%D8%AA%D8%AD%D8%B1%D9%8A%D8%B1_(%D8%A7%D9%84%D9%83%D9%88%D9%8A%D8%AA))

Sample texts about the makeup of different communities

الجزائر:

<https://chronicle.fanack.com/ar/algeria/population/>

مصر:

<https://chronicle.fanack.com/ar/egypt/population/religious-groups/>

العراق:

<https://chronicle.fanack.com/ar/iraq/population/>

لبنان:

<https://chronicle.fanack.com/ar/lebanon/population/#content-header-1>

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.