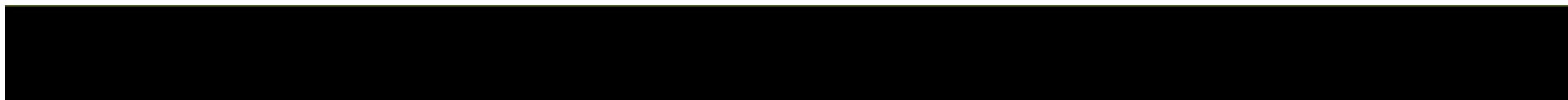




## 2016 STUDENT Program Curriculum Template

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



<b>Host Institution:</b>	STARTALK Central
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<b>Program Title:</b>	Arts and Identity
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<b>Language(s):</b>	Arabic	<b>Grade(s) of Learners:</b> K-2, 3-5, 6-8, 9-12	9-12
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<b>Heritage Speakers?</b>	No	<b>Non-Heritage Speakers?</b>	Yes
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<b>Program Setting:</b>	<i>Residential</i>	:	<i>Non-Residential:</i>	x	<i>Distance/Online Component:</i>	:	:
	<i>Other (please specify):</i>						

<b>Duration:</b>	<i>Weeks/Days</i>	3 weeks	<i>Contact Hours:</i>	90
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<b>Target Proficiency Level:</b> (by end of program)	Intermediate low	<b>Target Performance Level(s):</b> (during and by end of program)	Intermediate Low/Intermediate Mid
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If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<b>Curriculum designed by:</b>	Ruth McDonough – OneWorld Now!/STARTALK
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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

## 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?

Throughout this program, students learn about, examine, and discuss traditional and modern Arab art. While students develop the skills to describe the tangible qualities of embroidery, calligraphy, dance, fashion, and interior design in the Arab world, they also consider the development of these arts. In order to do so, students examine and hypothesize about ways in which geography, history, culture, and religion influenced the development of traditional and popular art. Students synthesize their understanding to interact with, reflect on, and create art that reflects both their own identity and a specific tradition of Arab artistic expression. The student experience culminates in the creation of an artistic product that reflects both their own identities as well as what they have learned about Arab artistic traditions. As they consider the implications of their own backgrounds, experiences, and power, students are challenged to connect and contextualize both Arabic language and their artistic output within cultural and historical contexts.

## 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.

<p align="center"><b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b></p> <p align="center"><i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center"><b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b></p> <p align="center"><i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p><b>Interpersonal Speaking</b></p>	
<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>-----</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"> <li>1. I can discuss the geographical and cultural origins of traditional Palestinian embroidery, Islamic calligraphy, Levantine debka, the kufiyya scarf, and aspects of traditional Middle Eastern homes.</li> <li>2. I can give reasons for the development of specific features of Palestinian embroidery, Islamic calligraphy, Levantine debka, the kufiyya scarf, and aspects of traditional Middle Eastern homes.</li> <li>3. I can tell others and inquire about my own and others' geographical and cultural past.</li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>4. I can respectfully express agreement and disagreement based on opinion, facts, and evidence.</li> <li>5. I can engage with and build on the arguments and comments of others while discussing the cultural authenticity of art.</li> </ol>
<p><b>Presentational Speaking</b></p>	
<p>Intermediate Low: I can present information on most familiar topics using a series of simple sentences</p> <p>-----</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"> <li>6. I can describe a piece of Palestinian embroidery, including the materials, size, color, pattern, and type of craftsmanship.</li> <li>7. I can describe a piece of Arabic calligraphy including the materials, size, color, and style of calligraphy.</li> <li>8. I can speak about the symbolic significance of the size, color, material, and pattern/imagery in a piece of embroidery or calligraphy.</li> </ol>

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- 9. I can present my own thoughts on cultural authenticity as it relates to traditional arts in the Arab world and beyond.
  - 10. I can present a variety of examples of art (including place of origin, artist) and offer my opinion on them.

**Presentational Writing**

Intermediate Low: I can write briefly about most familiar topics and present information using a series of simple sentences.

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Intermediate Mid: I can write on a wide variety of familiar topics using connected sentences.

- 11. I can write about a piece of art I have made, including a physical description, some details about the tradition of the technique, and personal significance of the piece.
- 12. I can write about the symbolic significance of the size, color, material, and pattern/imagery in a piece of embroidery or calligraphy.

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- 13. I can write about my own thoughts on cultural authenticity as it relates to traditional arts in the Arab world and beyond.
- 14. I can write short reports about art forms I have researched, their origins, development, and current usage in popular culture.
- 15. I can describe in writing how I designed a piece of embroidery and/or calligraphy and the reasons for my design.

**Interpretive Listening**

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.

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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.

- 16. I can understand and follow instructions for a simple process, such as sewing or writing calligraphic letters.
- 17. I can understand basic historical information about Arabic calligraphy presented in a short video or presentation.
- 18. I can understand the main idea and some significant details when artists speak about their art in social media.

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- 19. I can understand basic details from short videos about traditional arts in the Arab world including the type of art, country of origin, and how the art form is passed from generation to generation. I can understand familiar vocabulary about family and traditions used in the context of spoken texts about Palestinian embroidery.

**Interpretive Reading**

<p>Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar.</p> <hr/> <p>Intermediate Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>20. I can navigate a website about education and traditional crafts using contextual clues.</p> <p>21. I can read tweets about traditional art forms in modern society and understand basic information about the type of art referenced and their geographical and historical origins.</p> <p>22. I can understand the main idea and some significant details when artists write about their art in social media.</p> <hr/> <p>23. I can understand the structure of articles or blog posts about art and cultural heritage, and some details in them.</p> <p>24. I gather information and research about a chosen art tradition from a variety of written resources.</p>
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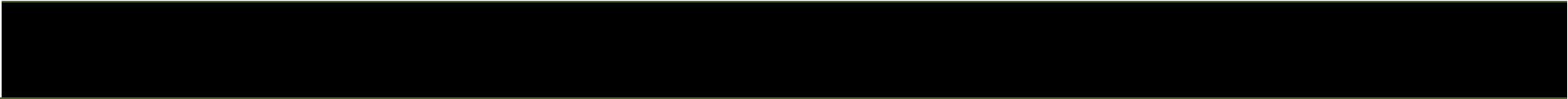


### Summative Performance Assessment

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
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 identify the main idea and some significant details of written and spoken texts about traditional arts created by Arab artists and complete a graphic organizer including the type of art and historical or geographical origins to demonstrate their knowledge	Students will take part in a series of mini debates in which they will be assigned a position on the question of whether a given piece of art is culturally authentic or not.	Students will create and present a piece of art inspired by a traditional Arab art form and reflective of the student’s own identity and cultural background. In addition to a short class presentation, Students will present their piece in a written artist’s statement which must include

		a description of the piece, its personal significance and symbolism, and a comment on the cultural authenticity of the piece.
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## 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 discuss the geographical and cultural origins of traditional Palestinian embroidery, Islamic calligraphy, Levantine debka, the kufiyya scarf, and aspects of traditional Middle Eastern homes.	<b>grammar</b> nisba adjectives <b>geographical</b> country names <b>cultural authenticity</b>  أصل ج أصول تطور شكل ج أشكال سمات تراث أصالة	Students participate in conversations around an information gap activity. Groups of students exchange information about the materials, features, and geographical origins of the following: Palestinian embroidery, Islamic calligraphy, Levantine debka, the kufiyya scarf, and traditional Arab house design (bayt arabi).  Students are divided into five groups. Each group is assigned one art form, in which they are experts. Students share their expertise and

	<p>origin development shaped forms features heritage authenticity traditional materials original <b>embroidery</b></p> <p>embroidery thread cloth colors nature areas women hand made dresses Palestine</p>	<p>تقليدي مواد أصلي</p> <p>gather information about the other art forms by speaking with their classmates. Students should ask the following: What are the materials used for making... What are the geographical origins of... What are the features of... While speaking, students complete a graphic organizer which includes the materials, features, and geographical origins of the art forms. As they speak, students complete a column of information about each art form until they have shared their information four times and obtained background information about all the other traditions. The organizer can be simplified for teachers wishing to only teach some of the specified vocabulary by limiting the number of artistic traditions students discuss. The organizer can be found in the resources below or at the following link: <a href="https://docs.google.com/document/d/1GYFYjTxNpSsplyfh9nl_R_P2-85saFhF_IKr9nfetMU/edit?usp=sharing">https://docs.google.com/document/d/1GYFYjTxNpSsplyfh9nl_R_P2-85saFhF_IKr9nfetMU/edit?usp=sharing</a></p> <p>تطريز خيط قماش ألوان الطبيعة مناطق النساء شغل يدوي الفساتين فلسطين الأردن</p>
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Jordan

أشكال طبيعية

يرمز الهوية المحلية

الملابس

فيها معلومات عن الحالة المدنية

الاقتصادية

natural shapes

symbolizes local identity

clothing

information about the civil status

economic

**calligraphy**

خطّ خطوط

فن الخط

أنواع الخط

رسالة رسائل

وضوح

القرآن

النسخ

الكتب

تركيا

العراق (كوفة)

حبر

قلم

ورقة

line(s)

calligraphy

a message

clarity

Koran

copies

the books

turkey

turkey



Iraq (chufa)  
ink  
pencil  
a sheet of paper  
**debka**

رقص  
صف ح صفوف  
مسك اليد  
خطوة  
ضرب  
الأرض  
بناء  
بيت ح بيوت  
الشام  
موسيقى

dance  
line(s)  
hand holding  
a step  
hit  
earth  
building  
house(s)  
the Levant  
music  
**kufiyya**

شكل الكوفية  
لون  
الأحمر  
الأبيض  
الأسود  
الشرق الأوسط  
القطن  
الصوف

	<p>the kufiyya pattern  color  red  white  black  the middle east  cotton  wool  <b>architecture</b></p> <p>الحجارة  الخشب  الماء  فسيفساء  شبكة  يتوجه إلى الداخل  رياض  نافورة  شباك شبائيك</p> <p>stones  wood  water  mosaic  net  inward facing  courtyard garden  fountain  nets windows</p>	
<p>2. I can give reasons for the development of specific features of Palestinian embroidery, Islamic calligraphy, Levantine debka, the kufiyya scarf, and aspects of traditional Middle Eastern homes.</p>	<p><b>grammar</b></p> <p>إن وأخواتها  الإضافة</p> <p><b>reasons</b></p> <p>لأنَّ  بسبب  لذلك</p>	<p>Students read the middle paragraph of “The Importance of Cultural Heritage” from mawdoo3.com (see interpretive reading). Following the reading, in pairs or small groups, students look over their graphic organizers about various traditional arts and brainstorm possible</p>

	<p>لِ بسبب ذلك نظراً إلى ذلك وأدى ذلك إلى</p> <p>because therefore in order to because of that due to that this led to <b>features/conditions</b></p> <p>الهوية التقليدية تتكون من الحالة المادية ومدنية الفلاح أرض التراب أساس البيت أيام زمان باليدي صنع بسرعة الاحتشام</p> <p>identity traditional consists of financial and civil status the farmer land dust/dirt the foundation of the house the old days by hand</p>	<p>connections between the geographical and historical background of the art forms and their aesthetic development.</p> <p>Together the class records their hypotheses about the connection between art forms and their geographical and cultural origins on the board.</p> <p>Students play “<u>Conditions and Results</u>” game in which they use critical thinking to connect and discuss the environment from which various art forms originated, the conditions of that environment, and how the needs of people living in those conditions are addressed by a traditional art.</p> <p>Students are given a series of six statement-pairs about the environment and/or traditional cultures of the Middle East. Each statement pair has two components: a condition and a result. The condition statements describe historical/cultural circumstances that contributed to the development of traditional art forms. The result statements describe relevant features of the art forms as they practiced today.</p> <p>The game is broken into 3 phases:</p> <p>Phase 1: Students work in small groups to match the condition statements with their corresponding result.</p> <p>Phase 2: Students discuss the logical relationship between each condition and its corresponding result.</p>
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	<p>make quickly modesty</p>	<p>Phase 3: Students conduct research on the connection between the conditions and the results.</p>
<p>3. I can tell others and inquire about my own and others' geographical and cultural past.</p>	<p><b>geographical and cultural past</b></p> <p>أنا من أصل عائلي أجدادي في بيتي في عائلتي أقاربي المنطقة التي اسكن فيها الثقافة أنا من نشأت في هل من الممكن أن تتكلم عن خلفيتك الثقافية؟</p> <p>I'm of...origin my family my grandparents in my house in my family my relatives the area where I live the culture I am from I grew up in Can you speak about your cultural background?</p>	<p>Students poll each other to gather a list of words associated with their cultural and geographical backgrounds. Students will then enter the words gathered at <a href="http://www.wordclouds.com/">http://www.wordclouds.com/</a> to create a word cloud representative of the class' many identities. The repeated words will appear larger, for emphasis.</p> <p>In one group, students reflect on the importance of emphasized words for their identities, and they discuss whether the smaller words are of equal importance. Students must defend their opinions by providing reasons.</p>
<p>4. I can respectfully express agreement and disagreement based on opinion, facts, and evidence.</p>	<p><b>disagreement/agreement</b></p> <p>لك رأي ولي رأي آخر لا أتفق معك أتفق معك عندي نفس الرأي أتفق معك على ..... ولكن لدي وجهة نظر أخرى هذا كلام غير صحيح ...</p>	<p>In pairs, students look at artistic products from around the world. The first student to speak must say whether they believe the piece in question is beautiful and the second student must take up a contrary position. Students use conversation structure cards to outline their conversation.</p>

	<p>على خلاف ما اقترحتة ... ، أنا ....</p> <p>you have an opinion, and I have a different one</p> <p>I do not agree with you</p> <p>I agree with you</p> <p>I have the same opinion</p> <p>I agree with you ... but I have another point of view</p> <p>this is not true ...</p> <p>unlike what you suggest, I...</p> <p><b>opinions</b></p> <p>في رأيي بالنسبة لي من وجهة نظري حسب ما أعرفه أظن أن</p> <p>in my opinion</p> <p>as far as I'm concerned</p> <p>from my perspective</p> <p>according to what I know</p> <p>I think that</p> <p><b>facts</b></p> <p>تدعي/بين بأن ..... ولكن إذا نظرنا إلى الحقائق الوقائع فإن .... في الحقيقة</p> <p>you claim...but if we look at the facts, then...</p> <p>in reality</p> <p><b>evidence</b></p> <p>والدليل على ذلك</p> <p>and the evidence for that is</p>	
<p>5. I can engage with and build on the arguments and comments of others while discussing the cultural authenticity of art.</p>	<p><b>building on comments</b></p> <p>وليس ذلك فحسب بل وفوق ذلك كله وبالإضافة إلى ذلك ومثال على ذلك على سبيل المثال</p>	<p>In a follow up activity to the agreement/disagreement activity above, students recycle the phrases practiced in phase one to exchange ideas about whether various examples of art are culturally authentic.</p>

مثلاً  
نظراً إلى ذلك، أعتقد  
وأستنتج من ذلك أنّ

and not only that, but  
above all  
in addition  
an example of this  
for example  
for example  
due to that, I think  
I conclude from that that  
**cultural authenticity**

أصل ج أصول  
تطور  
شكل ج أشكال  
سمات  
تراث  
أصالة  
تقليدي  
مواد  
أصلي

origin  
development  
shaped forms  
features  
heritage  
authenticity  
traditional  
materials  
original

6. I can describe a piece of Palestinian embroidery, including the materials, size, color, pattern, and type of craftsmanship.

**description**

**size**

big  
small  
superfine  
wide

**color**

black  
white  
green  
red  
blue  
yellow  
pink

**materials**

cloth  
thread  
piece of paper  
ink

كبير  
صغير  
رقيق  
عريض

أسود  
أبيض  
أخضر  
أحمر  
أزرق  
أصفر  
زهري

قماش  
خيط  
ورقة  
حبر

In pairs, students take turns describing secret images of art provided by their teacher. Their partner does not see the picture, but must draw what their partner describes, then compare their drawing to the original image.

pattern

مربع  
دائرة  
مثلث  
خط  
نقطة  
سلسلة  
إطار

square  
circle  
triangle  
line  
dot  
series  
frame

**quality**

شغل يدوي  
صناعة آلية

hand made  
machine made  
**calligraphy types**

النسخ  
الثلث  
الرقعة  
الكوفي  
الديواني  
الفارسي

nasakh  
thulth  
ruqaa  
kufi  
diwaani  
farisi



7. I can describe a piece of Arabic calligraphy including the materials, size, color, and style of calligraphy.

ordering

أولا  
ثانيا  
ثالثا  
أخيرا  
ثم  
بعد ذلك  
قبل ذلك

Students produce a short video tutorial about how to prepare for and carry out the production of either a piece of embroidery or calligraphy.

first  
second  
thirdly  
finally  
then  
then  
before that  
**tools (in addition to materials above)**

مقص  
مسطرة  
حبر  
قلم  
إبرة

a pair of scissors  
ruler  
ink  
pencil  
needle  
**materials**

قماش  
خيوط  
ورقة  
حبر

cloth  
thread  
piece of paper

	<p>ink <b>actions</b></p> <p>دخل في طرف خرج من طرف كتب رسم زين أضاف لون اختار قص وضع</p> <p>to enter a side to exit a side to write to draw to decorate to add to color to choose to cut to put</p>	
<p>8. I can speak about the symbolic significance of the size, color, material, and pattern/imagery in a piece of embroidery or calligraphy.</p>	<p><b>symbolism</b></p> <p>it's possible it symbolizes it represents meaning of description <b>size</b></p>	<p>يمكن يرمز يمثل معنى</p> <p>First voice, last voice: In groups of up to 5, each student brings an image of a piece of art for discussion. After each student shows their image and presents basic information about its origins, a turn is taken by every member of the group to comment on what they think the significance of the size, color, material, and pattern/imagery could be. The last turn is taken by the presenter who then presents their research and knowledge about the piece.</p> <p>كبير</p>

		صغير رقيق عريض	
	big small superfine wide <b>color</b>	أسود أبيض أخضر أحمر أزرق أصفر زهري	
	black white green red blue yellow pink <b>materials</b>	قماش خيط ورقة حبر	
	cloth thread piece of paper ink <b>pattern</b>	مربع دائرة	

	<p>متثلث خط نقطة سلسلة إطار</p> <p>square circle triangle line dot series frame</p>	
<p>9. I can present my own thoughts on cultural authenticity as it relates to traditional arts in the Arab world and beyond.</p>	<p><b>opinions</b></p> <p>في رأيي بالنسبة لي من وجهة نظري حسب ما أعرفه أظن أنّ</p> <p>in my opinion as far as I'm concerned from my perspective according to what I know I think that</p> <p><b>facts</b></p> <p>تدعي/بين بأن ..... ولكن إذا نظرنا إلى الحقائق الوقائع فإن .... في الحقيقة</p> <p>you claim...but if we look at the facts, then... in reality evidence</p> <p>والدليل على ذلك</p> <p>and the evidence for that is</p> <p><b>cultural authenticity</b></p> <p>أصل ج أصول تطور</p>	<p>Following the reading exercise about cultural appropriation (see reading), students search for and select a cultural product they would like to present. Each student prepares information about the piece they have chosen, the artist, and the origins of the aesthetic tradition. Students then present their research in a “speed dating” format and answer the questions: Do you think this art is culturally authentic? Why?</p>

	<p>شکل ج أشكال سمات تراث أصالة تقليدي مواد أصلي أصيل</p> <p>origin development shaped forms features heritage authenticity traditional materials original authentic</p>	
<p>10. I can present a variety of examples of art (including place of origin, artist) and offer my opinion on them.</p>	<p><b>description</b></p> <p><b>size</b></p> <p>big small superfine wide</p> <p><b>color</b></p> <p>كبير صغير رقيق عريض</p> <p>أسود أبيض أخضر أحمر أزرق</p>	<p>See above: Following the reading exercise about cultural appropriation (see reading), students search for and select a cultural product they would like to present. Each student prepares information about the piece they have chosen, the artist, and the origins of the aesthetic tradition. Students then present their research in a “speed dating” format and answer the questions: Do you think this art is culturally authentic? Why?</p>

أصفر  
زهري

black  
white  
green  
red  
blue  
yellow  
pink  
**materials**

قماش  
خيط  
ورقة  
حبر

cloth  
thread  
piece of paper  
ink  
**pattern**

مربع  
دائرة  
مثلث  
خط  
نقطة  
سلسلة  
إطار

square  
circle  
triangle  
line  
dot  
series  
frame  
**quality**

	<p>شغل يدوي صناعة آلية</p> <p>hand made machine made</p> <p><b>opinions</b></p> <p>في رأيي بالنسبة لي من وجهة نظري حسب ما أعرفه أظن أن</p> <p>in my opinion as far as I'm concerned from my perspective according to what I know I think that</p>	
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### Presentational Writing

<p>11. I can write about a piece of art I have made, including a physical description, some details about the tradition of the technique, and personal significance of the piece.</p>	<p><b>description</b></p> <p><b>size</b></p> <p>كبير صغير رقيق عريض</p> <p>big small superfine wide</p> <p><b>color</b></p> <p>أسود أبيض أخضر أحمر أزرق أصفر</p>	<p>Each student designs and creates a piece of art rooted in traditional Arab techniques. Each student will then write an artist's statement about their piece in Arabic.</p>
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زهري

black  
white  
green  
red  
blue  
yellow  
pink

**materials**

قمائش

خيٲ

ورقة

حبر

cloth  
thread  
piece of paper  
ink

**pattern**

مربع

دائرة

مثلث

خط

نقطة

سلسلة

إطار

square  
circle  
triangle  
line  
dot  
series  
frame

**quality**

شغل يدوي



	<p>صناعة آلية</p> <p>hand made machine made</p> <p><b>personal significance</b></p> <p>بالنسبة لي من وجهة نظري أظن أن رمز مثل معنى</p> <p>as far as I'm concerned from my perspective I think that symbol represent meaning</p>	
<p>12. I can write about the symbolic significance of the size, color, material, and pattern/imagery in a piece of embroidery or calligraphy.</p>	<p><b>symbolism</b></p> <p>يمكن يرمز يمثل معنى أهمية</p> <p>it's possible it symbolizes it represents meaning of importance</p> <p><b>description</b> <b>size</b></p> <p>كبير صغير رقيق عريض</p> <p>big</p>	<p>As an extension of the artist's statement above, students integrate further depth into their artist's statement by explaining the relationship between the physical description, the personal significance, and aesthetic traditions.</p>

small  
superfine  
wide  
**color**

أسود  
أبيض  
أخضر  
أحمر  
أزرق  
أصفر  
زهري

black  
white  
green  
red  
blue  
yellow  
pink  
**materials**

قماش  
خيط  
ورقة  
حبر

cloth  
thread  
piece of paper  
ink  
**pattern**

مربع  
دائرة  
مثلث  
خط  
نقطة  
سلسلة

	<p>إطار</p> <p>square circle triangle line dot series frame <b>quality</b></p> <p>شغل يدوي صناعة آلية</p> <p>hand made machine made</p>	
<p>13. I can write about my own thoughts on cultural authenticity as it relates to traditional arts in the Arab world and beyond.</p>	<p><b>opinions</b></p> <p>في رأيي بالنسبة لي من وجهة نظري حسب ما أعرفه أظن أنّ قبل أن أقول رأيي، أودّ أن أعلّق على ما قاله إته.... أعتقد أنّ ... وذلك بسبب ....</p> <p>in my opinion as far as I'm concerned from my perspective according to what I know I think that before I say my opinion, I would like to comment on what he said   te ... .. I think ... because of ...</p>	<p>After presenting the art they have created to the class, students write a blog post answering the question: Is this a culturally authentic piece of art?</p>

14. I can write short reports about art forms I have researched, their origins, development, and current usage in popular culture.

**embroidery**

تطريز  
خيط  
قماش  
ألوان  
الطبيعة  
مناطق  
النساء  
شغل يدوي  
الفساتين  
فلسطين  
الأردن

embroidery  
thread  
cloth  
colors  
nature  
areas  
women  
hand made  
dresses  
Palestine  
Jordan

أشكال طبيعية  
يرمز الهوية المحلية  
الملابس  
فيها معلومات عن الحالة المدنية  
الاقتصادية

natural shapes  
symbolizes local identity  
clothing  
information about the civil status  
economic  
**calligraphy**

Using the digital portfolio each student created under their interpretive reading as the basis for their research, students will create a hashtag relating to the art form they researched and compose 3-4 tweets in which they comment on the art form itself, its origins, and its current usage.

خطّ خطوط  
فن الخط  
أنواع الخط  
رسالة رسائل  
وضوح  
القرآن  
النسخ  
الكتب  
تركيا  
العراق (كوفة)  
حبر  
قلم  
ورقة

line(s)  
calligraphy  
a message  
clarity  
Koran  
copies  
the books  
turkey  
turkey  
Iraq (Kufa)  
ink  
pencil  
a sheet of paper  
**debka**

رقص  
صف ج صفوف  
مسك اليد  
خطوة  
ضرب  
الأرض  
بناء

بيت ج بيوت  
الشام  
موسيقى

dance  
line, lines  
hand holding  
a step  
hit  
earth  
building  
house houses  
sham  
music  
kufiyya

شكل الكوفية  
لون  
الأحمر  
الأبيض  
الأسود  
الشرق الأوسط  
القطن  
الصوف

the kufiyya pattern  
color  
red  
white  
black  
the middle east  
cotton  
wool  
**architecture**

الحجارة  
الخشب  
الماء

فسيفساء  
شبكة  
يتوجه إلى الداخل  
رياض  
نافورة  
شباك شبابيك

stones  
wood  
water  
mosaic  
net  
inward facing  
courtyard garden  
fountain  
nets windows

**origins and development (repeated)**

أصل ج أصول  
تطور  
شكل ج أشكال  
سمات  
تراث  
أصالة  
تقليدي  
مواد  
أصلي

origin  
development  
shaped forms  
features  
heritage  
authenticity  
traditional  
materials  
original

	<p><b>current/past usage</b></p> <p>يوجد في والآن أما الآن ف في الماضي يستعمل</p> <p>there are and now as for now, in the past used</p>	
<p>15. I can describe in writing how I designed a piece of embroidery and/or calligraphy and the reasons for my design.</p>	<p><b>design /placement</b></p> <p>بجانب فوق تحت في الوسط قرّر</p> <p>next to above under in the middle he decided</p> <p><b>reasons</b></p> <p>لأنّ بسبب لذلك ل بسبب ذلك نظراً إلى ذلك وأدى ذلك إلى</p> <p>because therefore</p>	<p>Students write a draft of their artist’s statement in stages. After each stage (perhaps over multiple class sessions), students peer edit.</p> <p>Stage 1: Read and identify the purpose of each section of an arts statement.</p> <p>Stage 2: Compose a description of art work.</p> <p>Stage 3: Provide written reasons for the design choice.</p> <p>Stage 4: Write a comment on personal significance of the piece.</p> <p>Stage 5: Connect writing from stages 2, 3 and 4 with logical language.</p>



	<p>in order to because of that due to that this led to <b>symbolism</b></p> <p>يمكن يرمز يمثل معنى أهمية</p> <p>it's possible it symbolizes it represents meaning of importance</p>	
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### Interpretive Listening

<p>16. I can understand and follow instructions for a simple process, such as sewing or writing calligraphic letters.</p>	<p><b>ordering</b></p> <p>أولا ثانيا ثالثا أخيرا ثم بعد ذلك قبل ذلك</p> <p>first second thirdly finally then then <b>tools</b></p> <p>مقص مسطرة</p>	<p>Students follow teacher directions to undertake the basic steps of creating a piece of calligraphy or embroidery.</p>
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حبر  
قلم  
إبرة

a pair of scissors  
ruler  
ink  
pencil  
needle

**materials**

قماش  
خيوط  
ورقة  
حبر

cloth  
thread  
piece of paper  
ink

**actions**

دخل في طرف  
خرج من طرف  
كتب  
رسم  
زين  
أضاف  
لون  
اختار  
قصّ  
وضع

to enter a side  
to exit a side  
to write  
to draw  
to decorate  
to add

	<p>to color to choose to cut to put</p>	
<p>17. I can understand basic historical information about Arabic calligraphy presented in a short video or presentation.</p>	<p><b>description</b></p> <p><b>size</b></p> <p>كبير صغير رقيق عريض</p> <p>big small superfine wide</p> <p><b>color</b></p> <p>أسود أبيض أخضر أحمر أزرق أصفر زهري</p> <p>black white green red blue yellow pink</p> <p><b>materials</b></p> <p>قماش خيط ورقة حبر</p>	<p>Students listen to the teacher present the six basic types of Arabic calligraphy in a short presentation at least twice. Each student organizes a set of visual cards to demonstrate that they can associate the name, an example, the geographical origin and the common purpose with each art type.</p>

cloth  
thread  
piece of paper  
ink  
**pattern**

مربع  
دائرة  
مثلث  
خط  
نقطة  
سلسلة  
إطار

square  
circle  
triangle  
line  
dot  
series  
frame  
**quality**

شغل يدوي  
صناعة آلية

hand made  
machine made  
**calligraphy**

خطّ خطوط  
فن الخط  
أنواع الخط  
رسالة رسائل  
وضوح  
القرآن  
النسخ  
الكتب  
تركيا

	<p>العراق (كوفة) حبر قلم ورقة</p> <p>line lines calligraphy a message clarity Koran copies the books turkey turkey Iraq (Kufa) ink pencil a sheet of paper</p>	
<p>18. I can understand the main idea and some significant details when artists speak about their art in social media.</p>	<p><b>personal significance</b></p> <p>بالنسبة لي من وجهة نظري أظن أن رمز مثّل معنى</p> <p>as far as I'm concerned from my perspective I think that symbol represent symbolism</p> <p>يمكن يرمز يمثل معنى</p>	<p>Students create a Venn diagram depicting their understanding of the common and particular experiences of Arab artists as described in interviews and short videos.</p>

	<p>it's possible it symbolizes it represents meaning of importance embroidery</p>	<p>أهمية</p>	
	<p>embroidery thread cloth colors nature areas women hand made dresses Palestine Jordan</p>	<p>تطريز خيط قماش ألوان الطبيعة مناطق النساء شغل يدوي الفساتين فلسطين الأردن</p>	
		<p>أشكال طبيعية يرمز الهوية المحلية الملابس فيها معلومات عن الحالة المدنية الاقتصادية</p>	

natural shapes  
symbolizes local identity  
clothing  
information about the civil status  
economic  
**calligraphy**

خطّ خطوط  
فن الخط  
أنواع الخط  
رسالة رسائل  
وضوح  
القرآن  
النسخ  
الكتب  
تركيا  
العراق (كوفة)  
حبر  
قلم  
ورقة

line lines  
calligraphy  
a message  
clarity  
Koran  
copies  
the books  
turkey  
turkey  
Iraq (Kufa)  
ink  
pencil  
a sheet of paper  
**debka**

رقص

صف ج صفوف  
مسك اليد  
خطوة  
ضرب  
الأرض  
بناء  
بيت ج بيوت  
الشام  
موسيقى

dance  
line, lines  
hand holding  
a step  
hit  
earth  
building  
house houses  
sham  
music  
**kufiyya**

شكل الكوفية  
لون  
الأحمر  
الأبيض  
الأسود  
الشرق الأوسط  
القطن  
الصوف

the kufiyya pattern  
color  
red  
white  
black  
the middle east



	<p>cotton wool <b>architecture</b></p> <p>الحجارة الخشب الماء فسيفساء شبكة يتوجه إلى الداخل رياض نافورة شباك شبابيك</p> <p>stones wood water mosaic net inward facing courtyard garden fountain nets/windows</p>	
<p>19. I can understand basic details from short videos about traditional arts in the Arab world including the type of art, country of origin, and how the art form is passed from generation to generation. I can understand familiar vocabulary about family and traditions used in the context of spoken texts about Palestinian embroidery.</p>	<p><b>embroidery</b></p> <p>تطريز خيط قماش ألوان الطبيعة مناطق النساء شغل يدوي الفساتين فلسطين الأردن</p> <p>embroidery</p>	<p>Students listen to a short documentary about a traditional art form and write down vocabulary they heard and understand. The teacher writes down what students heard on the board</p> <p>In small groups or pairs, students try to guess the context of the words and how they are related to each other.</p> <p>Students listen again to the video and see if they can confirm their hypotheses by expanding what they're able to hear and understand.</p> <p>Students complete worksheet for listening on topic, main idea, words that are understood, ideas</p>

thread  
cloth  
colors  
nature  
areas  
women  
hand made  
dresses  
Palestine  
Jordan

أشكال طبيعية  
يرمز الهوية المحلية  
الملابس  
فيها معلومات عن الحالة المدنية  
الاقتصادية

natural shapes  
symbolizes local identity  
clothing  
information about the civil status  
economic  
**calligraphy**

خطّ خطوط  
فن الخط  
أنواع الخط  
رسالة رسائل  
وضوح  
القرآن  
النسخ  
الكتب  
تركيا  
العراق (كوفة)  
حبر  
قلم  
ورقة

that are understood, and words that are heard,  
but not understood.

line lines  
calligraphy  
a message  
clarity  
Koran  
copies  
the books  
turkey  
turkey  
Iraq (Kufa)  
ink  
pencil  
a sheet of paper  
**debka**

رقص  
صف ج صفوف  
مسك اليد  
خطوة  
ضرب  
الأرض  
بناء  
بيت ج بيوت  
الشام  
موسيقى

dance  
line, lines  
hand holding  
a step  
hit  
earth  
building  
house houses  
sham  
music

**kufiyya**

شكل الكوفية

لون

الأحمر

الأبيض

الأسود

الشرق الأوسط

القطن

الصوف

the kufiyya pattern

color

red

white

black

the middle east

cotton

wool

**architecture**

الحجارة

الخشب

الماء

فسيفساء

شبكة

يتوجه إلى الداخل

رياض

نافورة

شباك شبابيك

stones

wood

water

mosaic

net

inward facing

courtyard garden

	<p>fountain nets windows <b>family vocabulary</b></p> <p>جيل ج أجيال عائلة جد ج أجداد أم أب زوج/زوجة بنت ولد</p> <p>generation family grandparent mom dad spouse girl boy</p>	
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### Interpretive Reading

<p>20. I can navigate a website about education and traditional crafts using contextual clues.</p>	<p><b>embroidery</b></p> <p>تطريز خيط قماش ألوان الطبيعية مناطق النساء شغل يدوي الفساتين فلسطين الأردن</p> <p>embroidery</p>	<p>Students take screen shot videos of their exploration of a website about traditional Moroccan arts.</p>
--	--	--

thread  
cloth  
colors  
nature  
areas  
women  
hand made  
dresses  
Palestine  
Jordan

أشكال طبيعية  
يرمز الهوية المحلية  
الملابس  
فيها معلومات عن الحالة المدنية  
الاقتصادية

natural shapes  
symbolizes local identity  
clothing  
information about the civil status  
economic  
**calligraphy**

خطّ خطوط  
فن الخط  
أنواع الخط  
رسالة رسائل  
وضوح  
القرآن  
النسخ  
الكتب  
تركيا  
العراق (كوفة)  
حبر  
قلم  
ورقة

line lines  
calligraphy  
a message  
clarity  
Koran  
copies  
the books  
turkey  
turkey  
Iraq (Kufa)  
ink  
pencil  
a sheet of paper  
**debka**

رقص  
صف ج صفوف  
مسك اليد  
خطوة  
ضرب  
الأرض  
بناء  
بيت ج بيوت  
الشام  
موسيقى

dance  
line, lines  
hand holding  
a step  
hit  
earth  
building  
house houses  
sham  
music

**kufiyya**

شكل الكوفية

لون

الأحمر

الأبيض

الأسود

الشرق الأوسط

القطن

الصوف

the kufiyya pattern

color

red

white

black

the middle east

cotton

wool

**architecture**

الحجارة

الخشب

الماء

فسيفساء

شبكة

يتوجه إلى الداخل

رياض

نافورة

شباك شبابيك

stones

wood

water

mosaic

net

inward facing

courtyard garden



	fountain nets windows	
21. I can read tweets about traditional art forms in modern society and understand basic information about the type of art referenced and their geographical and historical origins.	<b>cultural authenticity</b>  origin development shaped forms features heritage authenticity traditional materials original authentic	أصل ج أصول تطور شكل ج أشكال سمات تراث أصالة تقليدي مواد أصلي أصيل
22. I can understand the main idea and some significant details when artists write about their art in social media.	<b>embroidery</b>	تطريز خيط قماش ألوان الطبيعة مناطق النساء شغل يدوي الفساتين فلسطين

Students read through a series of tweets about traditional arts and complete a graphic organizer in which they list the details of what the post is about and where the art form originated according to the post.

Students create a mind map of keywords they understand as well as the concepts or ideas that are connected to those words within the articles they read.

الأردن

embroidery  
thread  
cloth  
colors  
nature  
areas  
women  
hand made  
dresses  
Palestine  
Jordan

أشكال طبيعية

يرمز الهوية المحلية

الملابس

فيها معلومات عن الحالة المدنية

الاقتصادية

natural shapes  
symbolizes local identity  
clothing  
information about the civil status  
economic  
calligraphy

خطّ خطوط

فن الخط

أنواع الخط

رسالة رسائل

وضوح

القرآن

النسخ

الكتب

تركيا

العراق (كوفة)

حبر

فلم  
ورقة

line lines  
calligraphy  
a message  
clarity  
Koran  
copies  
the books  
turkey  
turkey  
Iraq (Kufa)  
ink  
pencil  
a sheet of paper  
**debka**

رقص  
صف ج صفوف  
مسك اليد  
خطوة  
ضرب  
الأرض  
بناء  
بيت ج بيوت  
الشام  
موسيقى

dance  
line, lines  
hand holding  
a step  
hit  
earth  
building  
house houses

sham  
music  
**kufiyya**

شكل الكوفية  
لون  
الأحمر  
الأبيض  
الأسود  
الشرق الأوسط  
القطن  
الصوف

the kufiyya pattern  
color  
red  
white  
black  
the middle east  
cotton  
wool  
**architecture**

الحجارة  
الخشب  
الماء  
فسيفساء  
شبكة  
يتوجه إلى الداخل  
رياض  
نافورة  
شباك شبابيك

stones  
wood  
water  
mosaic  
net

	<p>inward facing courtyard garden fountain nets windows</p>	
<p>23. I can understand the structure of articles or blog posts about art and cultural heritage, and some details in them.</p>	<p><b>resource specific vocabulary</b></p> <p>الاستيلاء الثقافي</p> <p>cultural appropriation</p> <p><b>cultural authenticity</b></p> <p>أصل ج أصول تطور شكل ج أشكال سمات تراث أصالة تقليدي مواد أصلي أصيل</p> <p>origin development shaped forms features heritage authenticity traditional materials original authentic</p>	<p>Students read articles about heritage/tradition and use the language and concepts they find as the basis for a working definition of cultural heritage.</p> <p>Students continually refer back to their definition for various other exercises, such as debates about cultural authenticity etc.</p>
<p>24. I gather information and research about a chosen art tradition from a variety of written resources.</p>	<p>student generated vocabulary (based on previous lists)</p>	<p>Students make a list of key terms that are connected to an artistic tradition of their choice. They search a variety of online sources with those keywords in Arabic including Wikipedia, Facebook, Twitter, and Pinterest. Student take</p>

		screenshots of relevant images and texts in Arabic and create a digital portfolio of their research using pathbrite.com, annotating their interpretation of their results.
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## 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.

Tweets about cultural arts

<https://drive.google.com/drive/folders/0BxaWb5KqCEknUWU0RGRPVkhYVTA?usp=sharing>

Cultural appropriation clips in Arabic

<https://drive.google.com/open?id=0BxaWb5KqCEknbIVJNzdxMEJzSDA>

Graphic organizer key of art forms and historical roots;

[https://docs.google.com/document/d/1GYFYjTxNpSsplyfh9nl\\_R\\_P2-85saFhF\\_IKr9nfetMU/edit?usp=sharing](https://docs.google.com/document/d/1GYFYjTxNpSsplyfh9nl_R_P2-85saFhF_IKr9nfetMU/edit?usp=sharing)

Conditions and Results phrases:

[https://docs.google.com/document/d/1v6kGhn\\_2eB6gpiuJo5rYLk979FfsHjl0Z7GelErZ7qU/edit?usp=sharing](https://docs.google.com/document/d/1v6kGhn_2eB6gpiuJo5rYLk979FfsHjl0Z7GelErZ7qU/edit?usp=sharing)

How to respectfully (and disrespectfully) disagree

[http://sanadkids.islammassage.com/Article4.aspx?art\\_id=25519](http://sanadkids.islammassage.com/Article4.aspx?art_id=25519)

Arts Academy Website:

<http://aat.ac.ma/2012-10-04-13-56-49/2012-11-01-10-53-12.html?task=play&id=53&sl=latest&layout=listview>

The importance of cultural heritage

[http://mawdoo3.com/%D9%85%D8%A7\\_%D9%87%D9%8A\\_%D8%A3%D9%87%D9%85%D9%8A%D8%A9\\_%D8%A7%D9%84%D8%AA%D8%B1%D8%A7%D8%AB](http://mawdoo3.com/%D9%85%D8%A7_%D9%87%D9%8A_%D8%A3%D9%87%D9%85%D9%8A%D8%A9_%D8%A7%D9%84%D8%AA%D8%B1%D8%A7%D8%AB)

What is cultural heritage

<http://mawdoo3.com/%D9%85%D8%A7%D8%A7%D9%84%D9%85%D9%82%D8%B5%D9%88%D8%AF%D8%A8%D8%A7%D9%84%D8%AA%D8%B1%D8%A7%D8%AB%D8%A7%D9%84%D8%AB%D9%82%D8%A7%D9%81%D9%8A>

Example instructional video for calligraphy and embroidery

<https://www.youtube.com/watch?v=g5o3lb5450I>

<https://www.youtube.com/watch?v=U2zFZ7JVDgA>

<https://www.youtube.com/watch?v=4o7gG4bEogY>

El Seed speaks about his art and identity

<https://www.youtube.com/watch?v=CP2EprFGMs>

Graphic designer

<https://www.youtube.com/watch?v=LoNB7PLb5-Y>

Description of El Seed's career and art

[https://ar.wikipedia.org/wiki/%D8%A5%D9%84%D8%B3%D9%8A%D8%AF\(%D9%81%D9%86%D8%A7%D9%86\)](https://ar.wikipedia.org/wiki/%D8%A5%D9%84%D8%B3%D9%8A%D8%AF(%D9%81%D9%86%D8%A7%D9%86))

<http://www.alkurum.com/article/18/31570>

Other resources:

<https://ar.wikipedia.org/wiki/%D8%A8%D9%8A%D8%AA%D8%B9%D8%B1%D8%A8%D9%8A%D8%AA%D9%82%D9%84%D9%8A%D8%AF%D9%8A#.D8.A7.D9.84.D8.AA.D8.AE.D8.B7.D9.8A.D8.B7.D8.A7.D9.84.D8.B9.D8.A7.D9.85>

<http://www.kufiya.org/english/kufiya-producer/>

<http://www.sciencedirect.com/science/article/pii/S2095263514000740>

<https://architecture.knoji.com/the-architecture-of-the-traditional-arab-house/>

[https://en.wikipedia.org/wiki/Palestinian\\_costumes](https://en.wikipedia.org/wiki/Palestinian_costumes)

**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.*