



2017 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					
Unit Title:	Journey Into My Arab Heritage					
Language(s):	Arabic		Grade(s) of Learners:	3-5		
Heritage Speakers?	Yes		Non-Heritage Speakers?	No		
Program Setting:	<i>Residential:</i>		<i>Non-Residential:</i>	x	<i>Distance/Online Component:</i>	
	<i>Other (please specify):</i>					
Duration:	<i>Weeks/Days:</i>	3	<i>Contact Hours:</i>	90		
Target Proficiency Level: (by end of program)	Interpersonal communication: Intermediate low Interpretive Listening: Intermediate Low Interpretive Reading: Novice Mid Presentational Speaking: Intermediate low Presentational Writing: Novice Mid			Target Performance Level(s): (during and by end of program)	Interpersonal communication: Intermediate Mid Interpretive Listening: Intermediate Mid Interpretive Reading: Novice Mid Presentational Speaking: Intermediate Mid Presentational Writing: Novice Mid- High	
Curriculum designed by:	Iman Arabi-Katbi Hashem					

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 “Journey Into My Arab Heritage” is designed for heritage learners of Arabic who were exposed to the language at home, visited their heritage country or are connected to the Arab heritage community here. These students will bring various levels of proficiency from receptive with limited ability to produce the language to students who can use the language in their day-to-day life using code switching and dialect. Students may have or not have limited literacy skills in Arabic. Through a combination of sharing memories, interviewing family and community members here and abroad, and researching about their heritage countries they will have the chance to explore, expand their knowledge, and celebrate their heritage.

Students will use the Arabic language to explore the various aspects of their heritage countries and their cultures as well as compare them to their friends from other cities, countries, or regions in the Arab world. Students will start by collecting information about various aspects of their heritage from interviewing their parents and other family members, examining specific family practices that are unique to their heritage cultures. They will share information and memories about their heritage and will help each other learn about other Arab countries and their cultures. Additionally, students will have the chance to learn more about their heritage countries and other countries in other Arab countries by watching children programs, movies as well as playing popular children games and activities, reading stories, and experiencing virtual tours. They will compare and contrast various aspects of the dialects, cultural practice and products, ways of life, and other unique aspects of their heritage countries. Additionally, they will compare their lives as an Arab American to Arab children who are living in their heritage country today. Students will participate in multiple activities that allow them to contribute to creating an electronic or a hard copy scrapbook. Students serve as heritage country “experts” and interact with each other to share information, insights and compare their cultural experiences of their particular heritage.

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	
<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 exchange information about myself, family, and preferences with my peers to see what we have in common. 2. I can exchange information about the types of activities, outings, games, songs, food, and TV programs which are liked by children in my heritage country. 3. I can participate in a conversation with my partner about things I have learned and/or researched about my heritage. 4. I can participate in a conversation with a partner to get to know what our heritage countries have in common. 5. I can interact orally online with my family, relatives, and cousins to ask and answer questions about aspects of their daily life, favorite things, and celebrations.
Interpretive Listening	
<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>	<ol style="list-style-type: none"> 6. I can understand a speaker's description of his/her experience living in my heritage country. 7. I can identify the key components and the main events in a story. 8. I can understand and follow directions to play a game. 9. I can understand most of what is said in a conversation among characters in a familiar cartoon. 10. I can understand the description about how people celebrate holidays in my heritage country.
Interpretive Reading	
<p>Novice Low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</p>	<ol style="list-style-type: none"> 11. I can identify names of Arab countries, cities, and places in the city on maps.

<p>Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p>	<p>12. I can understand some facts presented in a caption of a picture used by peers about their heritage.</p> <p>13. I can identify some phrases in captions from pictures in a story and/or a website.</p>
<p>Presentational Speaking</p>	
<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>	<p>14. I can give a description of a famous landmark or a place I have visited or I would like to visit.</p> <p>15. I can present a brief summary of something from a website I've read, a video I watched or a story I heard.</p> <p>16. I can describe how children in my heritage country celebrate major holidays.</p>
<p>Presentational Writing</p>	
<p>Novice Low: I can copy some familiar words, characters, or phrases</p> <p>Novice Mid: I can write lists and memorized phrases on familiar topics.</p>	<p>17. I can caption my photo with my name, age, likes and dislikes, where I live and what I like to do.</p> <p>18. I can write simple captions for pictures or photos.</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
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.

<p>Students examine children’s websites that have various information about their heritage countries. They collect information about its location and weather in various seasons; places children likes to visit such as museums, amusement parks, land marks; activities they like to do in various seasons; songs and TV programs they like to watch; celebrations of major holidays and tradition related to those holidays; traditional games and stories parents and grandparents they used to teach. They will complete a graph organizer with the information they choose to present in their scrapbook entitled “Journey Into My Heritage”.</p>	<p>Gallery Walk:</p> <p>Students present their scrapbooks. Then the teacher pairs them with another student with someone from different heritage country. They exchange information about their previous trip or a trip they would like to take to experience life into their heritage. At the end of their conversation, they will identify things they have in common between the two heritages and things that are different</p> <p>Or</p> <p>Students bring items from their home: old or new family pictures that are taken in their heritage countries, artifacts, traditional games, special sweets, etc. Also, they can use their graphic organizers and pictures they collected from their research. They will ask and answer questions to find out cultural practices and products in common between their heritage countries.</p>	<p>Students create an electronic or hard copy of a scrapbook called “Journey into my Heritage”. This can be done individually, in pairs, and/or in groups if there are more than one students belonging to the same heritage country. The scrapbook would either present a trip they have taken to their heritage country or a trip they would like to take. The scrapbook students will include basic information about their heritage country, family members whom they would like to visit and be with, a place they like to visit, activities they like to do in that place, food they like to eat, and a holiday they would like to celebrate in the heritage country. They will write a caption about each picture and record a message describing it.</p>
---	--	--

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.

<p>PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i></p>	<p>LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i></p>	<p>MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i></p>
---	---	--

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 COMMUNICATION		
<p>1. I can exchange information about myself, family, and preferences with my peers to see what we have in common.</p>	<p>Greeting and asking for wellbeing phrases from different Arab countries representing the student’s heritage.</p> <p>Question words (who, what, from where, where, who, which, etc.)</p> <p>ما اسمك؟ أين تسكن؟ من أين أسرتك؟ هل تعرف أفراد أسرتك</p> <p>Kinship words for extended family members.</p> <p>The two forms of I have (لي ، له ، لها ، لهم ، عندي، عندها ، عنده) (عندهم ،</p> <p>Names of Arab countries</p> <p>Using feminine and masculine forms for greetings, asking for wellbeing, verbs</p> <p>Pronouns</p> <p>MSA and dialect how they are used and when.</p>	<p>1) In groups: students get to know each other’s names, where they live, and the name of each other’s countries of origin. They use a map of the Arab world that is put on their table or attached to the wall. They post their names on the map, then they answer question about family members who live here and in their heritage country. They find one thing they all have in common and one difference. Note, some students come from mixed marriages. They can choose to talk about one or both.</p> <p>2) Students dress up in traditional clothes of their heritage country or use a picture of a person wearing these clothes. They go around the class greeting others in their dialect and exchanging information about how they say hello, goodbye, asking about wellbeing, and how they name things in their dialect.</p> <p>3) Students bring pictures of their grandparents, uncles or cousins. They exchange information on who they are, where they live, have they visited them, how they communicate with them.</p> <p>4) Each student receives a bingo page. Each box has a picture, word, or question depending on student’s ability to read basic vocabulary. Students go around the class to find classmates who they have</p>

		things in common with. (Favorite food, activity, place, toy, ice-cream flavor, etc.
<p>2. I can exchange information about the types of activities, outings, games, songs, food, and TV programs are liked by children in my heritage country.</p>	<p>Questions: Where children in (Syria) like to go in the weekend or during a break? أين يقضي الاولاد عطلتهم؟ ماذا يفعل الاولاد في العطلة؟</p> <p>What activities they do in that place? ماذا يفعلون في؟</p> <p>How often they go there and with whom? هل يذهبون دائماً/أحياناً؟ مع من يذهبون؟</p> <p>What types of TV programs they watch? Do they speak English or other languages? Do they watch only Arabic programs or English too? ما هي البرامج التلفزيونية التي يشاهدونها/ يتابعونها؟ هل البرامج باللغة العربية أم باللغة الإنجليزية؟ هل يتكلمون اللغة العربية فقط؟ ما هي اللغة الثانية التي يتكلمونها؟</p> <p>What do they do for fun? Do they go and spend the day with their friends or cousins only? Do they play sports? What is there favorite sport? Where they play it? ماذا يفعل الأطفال للتسلية/ للمتعة؟ هل يحبون الرياضة؟ أي رياضة يحبونها؟ هل يلعبون /يمارسون هذه الرياضة أم يتفرجون عليها فقط؟ أين يلعبون / يمارسون ___؟</p> <p>Activity verbs: Discover, explore, adventure, planting, etc. استكشاف، يكتشف، مغامرة، يتجول، يتسوق، يستريح، يزرع/ يغرس، يتزلج، يركب الدراجة، يمتطي الحصان، يلعب، يبحث، يشاهد، يستمتع</p> <p>Places: Musuem, zoo, amusment parks, library, historic places, clubs, park, electronic games place, palace, factory, cave, peach, store, etc.</p>	<p>Before these interpersonal tasks, students collect information about children in their heritage countries by talking to their parents, family members, examining websites and researching with their teachers, or e-pals.</p> <ul style="list-style-type: none"> In groups, students choose pictures of various places they like to go to, and activities they like to do in their leisure time. They exchange information of when they usually go to this place, with whom, how often, and why they like them. Jigsaw activity: The teacher gives the students a sheet with four boxes labeled: 1) TV programs/songs/cartoon, 2) food/ drinks/ice-cream, 3) sports/activities, 3) places they like to visit. Students fill in these boxes with information they collected via talking to their e-pal, family members, or in class research. <p>Phase 1: students from the same region or Arab country form a group and talk about their findings about their heritage country. They fill in together their sheets and become ready to share the information with other groups.</p> <p>Phase 2: Students regroup and share what they have found about the children in other Arab countries.</p> <ul style="list-style-type: none"> My Sharing Bag – Sharing Time <p>Students bring pictures, souvenirs, or anything associated with their heritage. They sit in groups and exchange information about them.</p>

	<p>متحف الأطفال، حديقة الحيوانات، مدينة الملاهي، نادي، انترنت كافييه، متجر / دكان/ محل ألعاب، حديقة عامة ، نادي رياضي، مصنع ، كهف، شاطئ، إلخ</p> <p>كرتون: كابتن ماجد – قناة الجزيرة للاطفال –</p> <p>ألعاب شعبية – إزي عروستي – لعبة الخمسة حجار – الحبل – كراكوز وعواظ</p> <p>My/his/her/their favorite song/cartoon/TV program/place is ...</p> <p>أغنية / أغاني _ مغني/مغنية – فنان/ فنانة – فيديو كليب</p> <p>أغنيتي المفضلة, فيلم كرتوني المفضل</p> <p>لعبتي المفضلة,</p> <p>The most important sport for me/him/her ..</p> <p>In your opinion,</p> <p>من أهم الألعاب .. ، بالنسبة لي ، برأيك</p>	<p>They compare and contrast this information and identify similarities and difference.</p> <ul style="list-style-type: none"> • Role play: <p>The students work in pairs, pretending to be journalists working for a magazine or newspaper. Each student chooses three pictures that are taken in the target country or photos from online. The students pretend to be living in that place, they respond to questions regarding the name of the place, what can be done there, when they can go, etc.</p> <p>The two activities can be repeated with a change of what they share. As for the role play, students can pretend to be going into museum.</p> <p>Students can pretend to be showing pictures from their trip to their heritage country.</p>
<p>3. I can participate in a conversation with my partner about things I have learned and/or researched about my heritage.</p>	<p>Verbs and phrases for locations:</p> <p>تقع ... ، يحدها من الشمال / الشرق/ الغرب / الجنوب،</p> <p>Names of geographic features:</p> <p>جبل ، نهر ، بحر، سهل، وادي، صحراء، واحة ، ساحل ، خليج،</p> <p>Categories of historic places</p> <p>قلعة ، قصر ، سوق، كهف، مدرج روماني، خندق، جسر</p> <p>Formal verbs and phrases :</p> <p>أتجول –أزور – أقضي-</p> <p>يتمتع/ تتمتع بمناخ على مدار السنة</p> <p>تتميز/ يتميز بمناخ في فصل ومناخ .. في فصل..</p> <p>أسس/أسست في سنة ... ، مر عليها حضارات مختلفة</p> <p>من معالم ... السياحية / التاريخية</p> <p>أقدم / أكبر / أجمل / أجد المدن ... superlatives...</p>	<p>This part can be done as a class or in groups depending on the ability to copy words in Arabic, students start by brainstorming things they would like to know about their heritage country. They fill in webbing/cluster diagram.</p> <p>Students use the websites provided by the teacher and find information and pictures about the geography of the country, main cities, attraction, print the country map or use google earth and print pictures of the city they like, its location, famous places to visit.</p> <p>A/B Rotation: In this activity students will use various pictures and they will be grouped using four corners or heritage countries represented by the participating students. If students come from totally different countries then they don't have to be grouped they will work as a whole class. Pictures will be clustered to focus on the</p>

	<p>Adjectives: قديمة/ أثرية/ تاريخية / ناشئة/ صناعية/ حديثة</p> <p>Interrogatives أين تقع هذه البلد؟ أي سنة تأسست / استقلت/ بُنيت؟ ماهي طبيعة هذه البلد؟ بم تمتاز/يمتاز؟ ما الأماكن المشهورة بها؟ ما هي أهم المدن؟ هل هذه هي العاصمة؟ هل العاصمة كبيرة؟ هل تقع العاصمة على سفح جبل، ساحلية، .. صف لي هذه المدينة/ القلعة/ الشاطئ/ المدرج؟ هل هو كبير أم صغير؟ كيف الجو هناك في فصل الصيف / الربيع / الخريف/ الشتاء؟ كم من الوقت تستطيع/ تستطيعين أن تقضي في؟ مع من تستطيع / تستطيعين الذهاب؟ هل هو للكبار والصغار أم هو للصغار فقط؟ هل الدخول لـ مجاني أم هناك رسوم دخول؟ بكم؟</p> <p>Dual and plural for nouns and verbs نهر/ نهران/ أنهار، بحر/ بحران / بحار، جبل/ جبالن/ جبال، وادي/واديان / وديان، خليج / خليجان/ خلجان.</p>	<p>topic of the class or day. The first round will focus on the location, climate and geographical aspect of the country. The second round, it will focus on the main cities and famous historic and tourist attractions. Programs that have access to tablets or I-pads, students create a file of pictures using PPT or Prezi instead of printed pictures.</p> <p>For the first round, students will use a map of their heritage country in Arabic and pictures that shows its geographical features such as mountains, valleys, seas, deserts, rivers, etc. Also pictures that show the climate at different seasons.</p> <p>For the second round, students bring pictures of four famous (historical or recreational) places in different cities. They exchange information about the names of these places, where they are located, what you can do in them, and if they require an entry fee.</p>
<p>4. I can participate in a conversation with a partner to get to know what our heritage countries have in common.</p>	<ul style="list-style-type: none"> • Vocabularies and phrases that allow students to think about what to ask such as: possible, we can ask, maybe, it is better to, etc. • ممكن ان نسأل ... ، مارأيكم أن نسأل عن ...؟ من الأحسن أن نسأل ..؟ يمكن من الافضل (أحسن) أن نقول...؟ • Questions – Follow up questions • Superlatives • Subordinate Conjunctions • Coordinating conjunctions 	<p>The teacher posts a picture, drawing, or showing a cultural product. Students work in groups to think of questions they can ask about it.</p> <p>The teacher model a conversation with a student, students practice asking and answering questions</p> <ul style="list-style-type: none"> • My Sharing Bag – Sharing Time <p>Students bring picture, souvenir, or anything associated with their heritage. They sit in groups and exchange information about them. They compare and contrast this information and identify the similarities and difference.</p>

		<ul style="list-style-type: none"> • Role play: The students work in pairs, pretending to be journalists working for a magazine or newspaper. Each student chooses three pictures that are taken in the target country or photos from online. The students pretend to be living in that place, they respond to questions regarding the name of the place, what can be done there, when they can go, etc.
<p>5. I can interact orally online with my relatives/cousins or e-pal to ask and answer questions about aspects of daily life, favorites, and celebrations.</p>	<p>Questions in dialects. Structure of question in various dialects: in Egyptian the question word comes at the end.</p> <p>Daily activity verbs (in dialects) أنا بحب آكل/ ما بحب آكل... ، وروح العب مع رفقاتي،</p> <p>Recreational activities in dialects depending on the أنا بلعب كرة قدم مع رفقاتي بالجينية / بالشارع / بالنادي</p> <p>Cultural polite phrases for conversations: الله يخلينا ياك، الله يحفظك ويطول بعمرك، ما شاء الله ، سبحان الله ، بنشكر ربنا، الحمد لله، ربي يعينك، عن إندك خالة / عمو ، إلخ</p>	<p>Using Skype or Google Hangout</p> <ul style="list-style-type: none"> • Students generate series of questions they would like to ask about things they like to know about their heritage cultures. • The teacher models the conversation with a friend and asks the questions they listed about the topics they agreed on. She uses culturally appropriate phrases for commenting on what the speaker is saying. At the end, the teacher asks the students questions about the conversation and what they understood from it. He/she asks what they have noticed about how each time the speaker says something good they need to say “masha Allah”, beautiful, nice, “wallah”, etc. • For the second round, the teacher skypes with another friend and the whole class conducts the same conversation together or in groups. • Students practice in pairs with their partners. • Students practice what to say with their parents. They ask their parents to teach

		<p>them some phrases that they need to use when they ask and answer questions that are suitable to their situation.</p> <ul style="list-style-type: none"> Students choose a family member here or abroad. They ask them about holidays and celebrations. Also, they ask about historic and contemporary places that are good to visit.
INTERPRETIVE COMMUNICATION: LISTENING		
<p>6. I can understand a speaker's description of his/her experience living in my heritage country.</p>	<p>Vocabulary for activities (see above)</p> <p>Traditional and popular games (see below)</p> <p>Name of the places children likes to go to.</p> <p style="text-align: center;">الحديقة، مدينة الألعاب ، النادي الرياضي، المكتبة، محل الألعاب الإلكترونية، الكورنيش، أماكن ترفيهية ، متنزهات</p> <p>Activities done during celebrations:</p> <p style="text-align: center;">يزور لـ ، يزور، تطبخ لكل، يلعب بالألعاب ، يلبس ملابس جميلة، الخ</p>	<p>Pre-listening activity</p> <ul style="list-style-type: none"> In groups students generate a list of all the things the speaker might say. They label a graphic organizer with these topics. Students from the guest speaker heritage background, provide vocabulary in dialect he might say. The teacher introduces some of the vocabularies phrases, or cultural sayings he/she might say. Students and the teacher add to the word wall list of the vocabulary they might encounter. <p>During listening:</p> <ul style="list-style-type: none"> First time listening: the students check the topics they heard in the presentation. Second time, the teacher stops after each topic and asks students to tell her about what he/she said, in addition to answering short questions. <p>Post listening:</p> <ul style="list-style-type: none"> In groups students fill in a graph organizer with the information provided. Answers could be verbal first then they would write them using the word wall in the class.

		<ul style="list-style-type: none"> • For listening to a guest speaker, the pre-listening activity would be the same. • The students listens to guest speakers who would talk about their country of origin using pictures and videos. Student will fill a graphic organizer to identify the biographical information he/she provided, name of the country/city and the places visited, what was he/she is doing, special features or activities, and when this trip took place. They will also choose their favorite thing from the trip. • Students watch a YouTube channel of children talking their trips and activities in various Arab countries. Students identify the name of the country and the city the person is visiting, activities they did in these places, and descriptions provided about these places. Then they can state if they would like to visit this place and what activity they would like to experience.
<p>7. I can identify the key components and the main events in a story.</p>	<p>Story Components: the characters, the setting, the plot, the conflict, and the resolution.</p> <p>عناصر القصة: أبطال القصة، مكان وزمان القصة، أحداث القصة، الحكمة /المشكلة، القرار/الحل /النهاية، الدرس .</p> <p>Traditional narrated stories. حكايات جحا</p> <p>The Hakawati (story teller) الحكواتي – صندوق الدنيا</p> <p>Cultural puppet show: Karakoos and Iwaz كركوز وعواظ</p>	<p>Pre-Listening activities:</p> <ul style="list-style-type: none"> • The teacher shows pictures of the story she will be reading (picture walk). Students predict what would be the story. • The teacher asks the student what are the components of a story. With help from students the teacher will label a story map. • She also tells the students that there are stories that are international like Cinderella, Snow White, etc. and there are cultural stories. Usually they are narrated by the grandmother or parents. Also, there is the Hakawati who used to narrate a story and the students

		<ul style="list-style-type: none"> • During listening to the story, students respond to yes/no questions. The teacher pauses in certain places and ask prediction questions: who will come now, what do you think it is going to happen next, why do think this happened. • At the end students, fill in the story map and put the event of the story in order. • The teacher can provide pictures of what happened in the story with the statements written under them. The students will stand in the order of how the story took place and each one would tell his part of the story.
<p>8. I can understand and follow directions to play a game.</p>	<p>Name of the games and the name of the materials used in them.</p> <p>من سوريا لعبة إزي عروستي، من فلسطين لعبة كراكوز وعواظ، من المغرب باسو باسو.</p> <p>Verbs of each step (depending on the games the teacher decide to use)</p> <p>لعبة الملاقط، لعبة الله يصبحكم الله بالخير ، الطميمة او أمسكهم، لعبة الخاتم والحبل، كوم كوم بامية، طاق طاق طاقيّة ،</p> <p>https://www.youtube.com/watch?v=2Xx3AtIJPPc&t=71s</p> <p>Morocco: <u>التابلوه و باسو، باسو</u></p> <p>Egypt: <u>صياد السمك</u></p> <p>Information about when and who plays this game.</p>	<ul style="list-style-type: none"> • Students watch the video that describe the game. • Students identify the name of the game, the country is played at, and the materials needed to play the game. • Students listen to how they will play the game one step at a time. The students verbalize what they understand they will do, the teacher writes the steps in simple and correct form. • The students play the game following the steps. • Or, the students watch each step and follow the description provided. Then they play the game.
<p>9. I can understand most of what is said in a conversation among characters in a familiar cartoon.</p>	<p>Who, when, what, where depending on the storyline of the cartoon.</p> <p>من هو الشخصيات الرئيسية في هذا الكرتون؟ ماذا حصل في هذه الحلقة؟ ماذا حصل أولاً؟ ما هي المشكلة؟ من السبب في هذه المشكلة؟ كيف تطورت</p>	<ul style="list-style-type: none"> • Students watch and cartoon, the teacher asks questions about the plots, what is going on, what are they talking about, etc.

	<p>المشكلة؟ ماذا حصل بالأخير؟ هل أعجبك الكرتون؟ لماذا؟ هل هذا الكرتون يشبه في أمريكا أم هو مختلف.</p>	<ul style="list-style-type: none"> • Students choose their favorite part of the cartoon and act it out, share what they are saying in this part.
<p>10. I can understand the description about how people celebrate holidays in my heritage country.</p>	<p>Names of major holidays عيد الفطر ، رمضان ، عيد الأضحى ، عيد ميلاد المجيد ، عيد رأس السنة.</p> <p>Activities in holidays العيدية ، الذهاب للكنسية للصلاة، الذهاب للمسجد للصلاة ، الألعاب في الشوارع ، ركوب الخيل ، الذهاب لمدينة الملاهي . المعايدة</p> <p>Decoration and food حلويات العيد – المشاوي – الفول – الشجرة و المغارة</p> <p>Phrases said in holidays: كل عام وأنت بخير ، ينعاد عليكم ، دايم علينا وعليك. ومن العائدين</p>	<ul style="list-style-type: none"> • Students watch various videos about different holidays. They identify the name of the holiday, the name of the country, preparation for the holiday, the activities that takes place, the food and decorations. They identify what the greetings for that day. • Students watch a song about Eid and identify what the children do in Eid. • Students compare and contrast how the same holiday is celebrated in the US and in other Arab countries.
<p>INTERPRETIVE COMMUNICATION: READING</p>		
<p>11. I can identify names of Arab countries, cities, and places in the city on maps.</p>	<p>Names of major cities in the heritage countries. مصر: القاهرة، الاسكندرية، شرم الشيخ. لبنان: بيروت، بعلبك، طرابلس.</p> <p>Major historical sites/famous land mark in the heritage countries. الأهرامات ، البتراء ، سوق واقف ، وادي رم ، المدرج الروماني، إلخ</p> <p>Places in the city: Library, park, amusement park, children museum, mall, restaurant, hotel, etc. مكتبة، حديقة، مدينة ملاهي/ ألعاب، متحف الأطفال، سوق، مسجد، كنيسة، مطعم، فندق ، ملعب، مسبح، نادي رياضي، إلخ</p>	<ul style="list-style-type: none"> • The teacher reviews the letters through reciting the alphabet song. • Playing with the letters, putting letters together to make words. • Game: beginning and ending sound. Tell me a word that starts, has, or ends with letter X. • Rhyming words: using words that have the same syllables or following a pattern. • Teacher shows USA map written in Arabic. Students guess what the names of various states by looking at the beginning and ending letters and guessing the state then labeling it. • Students look at the map of the Arab world and use the same strategy to figure out the names of various Arab countries.

		<p>Strategy 1: look at the highlighted word under the picture, sound out the letters, think of a word you know, then read it again.</p> <p>Strategy 2: The teacher uses google earth and show places in the city. While showing the pictures, the teacher asks what do you see and students will name the places. The teacher will write the name of that place (example: park), spell it, and ask students to write each word on a flash card and draw the symbol of that place. Using flash cards and matching pictures the teacher asks, yes/no and either/or questions, and at the end they play the game of label places on a map or a picture. The goal is to have students memorize the written form of the word. Students open maps or website that list what is available in a specific city and students will read them to recognize the places that are available in a city or an area.</p>
<p>12. I can understand some facts presented in a caption of a picture used by peers about their heritage country and its cultures.</p>	<p>Places for entertainment and tourists attractions. أماكن ترفيهية ، أماكن تسلية</p> <p>Verbs of thing you can do: enjoy, explore, swim, etc. يمكنك الاستمتاع، مشاهدة ، اكتشاف ، إلخ السباحة، القراءة ، الكتابة، إلخ</p>	<p>Gallery Walk:</p> <ul style="list-style-type: none"> • Students go around the class and explore the places their friends share about their heritage country. They will choose the most interesting one or two places they would like to visit according to what are written on the caption and these pictures.
<p>13. I can identify some phrases in captions from pictures in a story and/or a website.</p>	<p>Places for entertainment and tourists attractions. أماكن ترفيهية ، أماكن تسلية</p> <p>Verbs of thing you can do: enjoy, explore, swim, etc. يمكنك الاستمتاع، مشاهدة ، اكتشاف ، إلخ السباحة، القراءة ، الكتابة، إلخ</p>	<ul style="list-style-type: none"> • Students examine websites that list the names of the country, cities, and tourist attractions. They identify the phrases used to describe the place. The can predict from the pictures and identify the activities they can do in these places. • Using their tablets or computer: Students read simple stories available online and identify the topic and some phrases used in the story.

PRESENTATIONAL COMMUNICATION: SPEAKING

<p>14. I can give a description of a place I have visited or want to visit and tell why.</p>	<p>This places is called ... it is located in ..., هذا المكان يدعى يقع في مدينة في يبعد عن ب كم لأنه .. لأنها ... بسبب because, for the reason Last year when I visited _____, I went with my family زرت هذا المكان قبل ... سنوات Past tense and future tense verbs with I, we, he, she, they ذهبت إلى ... مع و وقضينا هناك أيام / يوماً سوف أزور وساقضي (أيام ، اسابيع ، شهر اص) هناك Adjectives (see above) I want to travel to ... , I hope I can visit أريد السفر .. أتمنى زيارة ... حلمي أن أزور</p>	<ul style="list-style-type: none"> • The teacher shows pictures of various familiar places. Students work in groups to list all the information they know about the place. The teacher helps in recreating the sentence, providing formal vocabulary instead of using the dialect, adding more adjectives and description. • Game “Guess Which Place”: Students work in groups, each one chooses a place out of a list of places and start describing it. The rest of students in the group guess which place according to the provided description. • Gallery Walk: Students choose at least three places they visited or they would like to visit in their heritage country. They collect all the information about it and create a presentation for a gallery walk at the end of the program.
<p>15. I can present a brief summary of something from a website I’ve read, a video I watched or a story I heard.</p>	<p>Component/elements of the story: the characters, the setting, the plot, the conflict, and the resolution. أبطال القصة ، مكان وزمان القصة، أحداث القصة و الحكمة، النهاية. ما اسم المكان؟ أين يقع المكان؟ ماذا يوجد فيه؟ ما الأنشطة التي يستطيع الزائر أن يقوم بها؟ Starter sentences: In (country name), in the city of _____, you can visit _____. في _____ في مدينة _____، تستطيع/ يمكنك/ زيارة _____ It has _____. It looks like ___ in the US. فيها _____، وهي تشبه _____ في أمريكا It is located in the _____ تقع في _____، وتبعد عن _____ بـ / حوالي _____</p>	<ul style="list-style-type: none"> • Sharing time: students bring a product from their heritage they have at home. They ask their parents about when, who, and how they are used. Finally, they present it to their group. • Students ask their parents, grandparents or community members about life in the heritage country. Then students use a graphic organizer or the Story Wheel to either write or draw the main events in the story or write the most important words or sentences. Students share their stories in groups. • Paper Bag Report: After looking at a website or watching a video about outings

	<p>You can spend _____ (day, hours) in this place because it is _____</p> <p>يمكنك/ يمكنكم / تستطيع/ تستطيعين/ تستطيعون قضاء ___ يوم/ أيام ، ساعة / ساعات، أسبوع / أسابيع في _____ لأنه _____</p> <p>Noun and verb sentences- Noun/adjectives agreements</p> <p>الجملة الاسمية – الجملة الفعلية</p> <p>المفرد والمثنى والجمع مع الفعل والاسم</p> <p>توافق الصفة والموصوف من حيث التذكير والتأنيث</p> <p>الصفة والموصوف في حالة الجمع للعاقل وغير العاقل</p> <p>First, second, third, at the end ,</p> <p>أولاً ، ثانياً،، أخيراً – بعد ذلك – ثم – لذلك – لكن -</p>	<p>or activities in which families participate in their heritage countries, they will use this strategies to share their findings. On the front of a lunch bag, students paste a picture of the place and a map of its location. They copy the name of the place and where it is located. On the back of the bag they draw or post pictures of the activities that can be done at that place. Students copy the name of the activities. Inside the bag, they can put pictures or items that can be bought at that place. In groups, students share their bags.</p>
<p>16. I can describe how children in my heritage country celebrate major holiday.</p>	<p>Names of the holiday, food they eat, what decoration they use, and the activities children likes to do there.</p> <p>يحتفل في هذا العيد وهو يوم عطلة رسمي .</p> <p>يلبس الأولاد الملابس الجديدة وفي الصباح ..</p> <p>يلعبون بالألعاب الموجودة في الشارع</p> <p>يذهبون لصلاة العيد</p> <p>يزينون البيوت بالأضواء ، شجرة عيد الميلاد، البالونات، الأوراق الملونة.</p> <p>يزورون الأهل والأقارب ويجمعون العيدية.</p> <p>يصنعون / يشترون حلويات العيد</p> <p>كعك العيد، البقلاوة، والمبرومة، والمعمول بالفسق والجوز والعجوة.</p> <p>المشاوي في بيت الجد والجدة</p> <p>يساعدون الفقراء ويدفعون زكاة العيد</p> <p>يشترون ملابس جديدة</p> <p>يهدون المحتاجون ملابس وطعام ونقود</p> <p>أكلات شعبية في الشارع: الفول والمخلل</p> <p>ألعاب في كل حي</p>	<ul style="list-style-type: none"> • Twins Game: The teacher creates two sets of identical cards of people celebrating various holidays. Each student gets one card and will go around the class trying to find who has his/her twin holiday. They go around the room asking questions without showing the pictures. The two who find each other first win. Then they work together to prepare a description of how the people in the picture are celebrating. • As a homework assignment, students will be asked to choose a picture or pictures of their favorite holiday and prepare what to say in class about it. In groups of three, students describe how they celebrate their favorite holiday and what the best part is for them. • Students ask their family members, watch YouTube bloggers, listen to songs, and examine websites that show how children celebrate holidays in their heritage country. They will choose pictures and create a collage that represents holiday

		celebrations. Then they will use it during the Gallery Walk to share what they have learned with their classmates.
PRESENTATIONAL COMMUNICATION: WRITING		
<p>17. I can caption my photo with my name, age, likes and dislikes, where I live and what I like to do.</p>	<p>My name, my age, I live in (address), my origin is . , I like – I don't like, my favorites</p> <p>اسمي ، عمري ...سنة، أنا أحب و..... لكن المفضل/ المفضلة هو أسكن في ولاية في مدينة لكن أنا من أصل والدي ووالدتي</p> <p>activities</p> <p>الرياضة، القراءة ، الكتابة، الرسم ، الموسيقى ، التخطيط ، النحت</p>	<ul style="list-style-type: none"> • Students practice writing their names using one type of calligraphy they like. • Students write their names in calligraphy and use a design that is famous in their heritage country. They will put it on their scrapbook. They will use the same style to add their age and the name of their heritage country. • Students generate a list of things they like to do, eat, watch, and listen to from their heritage country. They bring pictures of what they like and label them.
<p>18. I can write simple captions for pictures or photos.</p>	<p>Names of places in the city, landmarks or tourists' attractions (listed above)</p> <p>Family member: my mother, my father, my sister, my brother, cousin, aunt, uncle, grandfather, grandmother</p> <p>أمي، أبي ، أخي، أختي، عمي ، عمتي، خالي، خالتي، ابن عمي/ خالي / عمتي / عمي، بنت عمي/ خالي/ عمتي/ خالتي، جدي / جدي، زوج ..، زوجة ...</p> <p>Verbs need to tell what are doing in the picture. (listed above)</p> <p>Adjectives (listed above)</p> <p>Demonstratives: هذا، هذه، هو، هي، هم</p>	<ul style="list-style-type: none"> • In groups: Students draw or print the country map and copy the name of its major cities. • They will print pictures of tourists' attractions, landmarks, famous food and drink and label them. • Students visit provided links about their heritage country and complete an information sheet and/or a graphic organizer. • Students bring pictures they wanted to use in their presentation/scrapbook. They use information they wrote in the graphic organizer and the word wall to write a caption about it to create a first draft. • In pairs, students read each other's entries and give each other feedback.

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">• The teacher then provides feedback to students. Afterwards they will revise their writing and post it under their pictures. |
|--|--|---|

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.

Heritage stories

Children's website <http://kids.jo/main/HomePage.aspx>

Children's stories

<https://download-children-pdf-ebooks.com/195-7-library-books>

<https://www.kutubpdfcafe.info/category/30/%D9%82%D8%B5%D8%B5-%D8%A3%D8%B7%D9%81%D8%A7%D9%84.html>

My Grandmother Website: traditional stories, songs, etc <http://www.gdatyonline.com/videos.php>

My Son and Daughter's website <http://www.bintiwiibni.com/stories.php>

Eid alfiter articles: Intermediate level articles <https://www.noonpost.org/content/12695>

Eid alfiter in Arab countries with pictures: <https://www.muhtwa.com/55038/%D8%B5%D9%88%D8%B1-%D8%A7%D9%84%D8%B9%D9%8A%D8%AF-%D8%A7%D9%84%D8%B5%D8%BA%D9%8A%D8%B1-2017/>

YouTube (international and Arabic narrated stories)

https://www.youtube.com/results?search_query=%D9%82%D8%B5%D8%B5+%D8%A7%D8%B7%D9%81%D8%A7%D9%84

The best places for tourism in Jordan: <https://www.urtrips.com/jordan/tourism-in-amman/>

Summer activities for children in Qatar Foundation: <https://www.qf.org.qa/content-ar/qf-telegraph-ar/issue-142-ar/educational-activities-for-children-at-qf-summer-camp-ar>

Camp in Qatar: <http://www.campqatar.qa/>

The best 8 activities for children in Dubai: <http://www.emaratalyoun.com/business/local/2017-05-02-1.991852>

The best activities for children in Jeddah : <http://www.jeddahkids.com/untitled>

<https://www.supermama.me/posts/%D8%A3%D9%85%D8%A7%D9%83%D9%86-%D9%84%D9%86%D8%B2%D9%87%D8%A7%D8%AA-%D8%A7%D9%84%D8%A3%D8%B7%D9%81%D8%A7%D9%84-%D9%81%D9%8A-%D8%AC%D8%AF%D8%A9>

Activities and tourists attractions in Jeddah https://ar.tripadvisor.com/Attractions-g295419-Activities-Jeddah_Makkah_Province.html

https://ar.tripadvisor.com/Attractions-g295419-Activities-Jeddah_Makkah_Province.html

<https://www.almrsal.com/post/147361>

<https://roznamah.sa/ar/events/jeddah-theater-2/>

Children museum in Dubai <https://www.youtube.com/watch?v=aFNTn1MsH78>

<https://www.visitdubai.com/ar/articles/the-hot-list-families>

http://mw-douaa.blogspot.com/2013/11/blog-post_11.html I play , I explore, I imagine, I invent, I read, I draw, this is how I Learn.

Visit Dubai: <https://www.visitdubai.com/ar>

Traditional Games: <https://www.youtube.com/watch?v=IXbCRyETzTM>

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

https://www.youtube.com/watch?v=esEeA4TdWtY&index=21&list=PL_DPTaAGC8aVd4aWRAjg0HtAdpUKzndOO Palastine

https://www.youtube.com/watch?v=P02WOLBlp0&list=PL_DPTaAGC8aVd4aWRAjg0HtAdpUKzndOO&index=22 Egypt

https://www.youtube.com/watch?v=P7yNpsylDgQ&index=2&list=PL_DPTaAGC8aVd4aWRAjg0HtAdpUKzndOO Syria

https://www.youtube.com/watch?v=niQ-sM_H05Q&index=6&list=PL_DPTaAGC8aVd4aWRAjg0HtAdpUKzndOO Lebanon

Educational activities:

http://www.alefbata.com/worksheets?landing2=worksheets&k=18&gclid=Cj0KCQiA5aTUBRC2ARIsAPoPJK_1lpbY31xnKNXz3VjKfNapmKw1i3gF_99PvWAzxyuxRaYIIDdxmcaArEYEALw_wcB

The best 8 activities you can do in children museum in Amman.

<https://www.urtrips.com/childrens-museum-jordan-amman/>

Children Contests (games): <https://www.youtube.com/watch?v=5yN1h-aQZ3U>

Entertaining activities for children in Lebanon: <https://www.fourseasons.com/ar/beirut/destination/things-to-do/things-to-do-with-kids/>

Public park in Lebanon: video children and parents talking about why they come to the park <https://www.youtube.com/watch?v=IGfsA2JP-w4>

Going around the city of Beirut in Lebanon <https://www.youtube.com/watch?v=45oSQzQU1fc>

<https://www.youtube.com/watch?v=JXcaSG8DZMk>

Pictures of various parks in Lebanon: <http://janoubia.com/2017/11/20/%D8%A7%D8%B4%D9%87%D8%B1-%D8%AD%D8%AF%D8%A7%D8%A6%D9%82-%D8%A8%D9%8A%D8%B1%D9%88%D8%AA-%D8%A7%D9%84%D8%B9%D8%A7%D9%85%D8%A9/>

Tourist attraction in Lebanon: <http://janoubia.com/tag/%D8%A7%D9%84%D8%B3%D9%8A%D8%A7%D8%AD%D8%A9-%D9%81%D9%8A-%D9%84%D8%A8%D9%86%D8%A7%D9%86/>

Amman city map https://www.tripadvisor.com/Attractions-g293986-Activities-c57-Amman_Amman_Governorate.html#MAPVIEW

Dar al Manhal publisher: <https://www.manhal.com/ar/stories>

Free short stories for children: <https://download-children-pdf-ebooks.com/195-1-best-books>

Virtual tour in a famous street in Jordan: <http://www.vrjordan.com/ar/%D8%B9%D9%85%D8%A7%D9%86/%D8%B4%D8%A7%D8%B1%D8%B9-%D8%A7%D9%84%D8%B1%D9%8A%D9%86%D8%A8%D9%88>

Kids Mondos virtual tour – video <https://www.youtube.com/watch?v=R-XO8zRBclw>

Listen to children talking about what they are doing in Kids Mondos <https://www.youtube.com/watch?v=OO66XRCFk8>
<https://www.youtube.com/watch?v=KHfQCQteb9c> Kids Mondos Ad

KidzMondo Beirut documentary- Arabic Version <https://www.youtube.com/watch?v=F0AwQJASjkY>

My trip in Qatar: <https://www.youtube.com/watch?v=maFrDRZb8il>

Virtual tour in Dubai: <http://www.dubai360.com/#!s=1326-princess-tower-pinnacle-gigapixel-panorama&l=ar>

A day in the park: <https://www.youtube.com/watch?v=HocXZgARcLo>

Ten activities you can participate in in Qatar: <http://lifeinqatar.com/Pages/ar/article/living/10-outdoor-activities-to-enjoy-in-qatar.html>

Life in Qatar: <http://lifeinqatar.com/Pages/ar/article/living/10-outdoor-activities-to-enjoy-in-qatar.html>

Tripsadvisor: <https://ar.tripadvisor.com/Attractions-g294004-Activities-Lebanon.html>

Your trips “Rihlatak” <https://www.urtrips.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