

# Narrative Proposal

## 1. Background and Context:

Safford currently is in its second year of developing an Arabic program. Three years ago the decision was made by school officials to apply to become an international baccalaureate school. As a result, the Arabic teacher applied for FLAP, which is a federal funded foreign language assistance program. The first year, the school started with 25 students who took beginning Arabic per semester. The second year, the school received a guest teacher from Egypt through TCLP (teacher of critical language program) to teach Arabic to students from Kinder through 8<sup>th</sup> grade. The school currently has 5 classes of Arabic for middle school (grades 6-8). The elementary students (k-5) receive one hour of instruction in Arabic per week. Middle school has 90 students and the elementary has 25 students per class enrolled in the Arabic program. That is a total of 390 students who benefit from the Arabic language program. Students who complete Arabic for two years at Safford 6-8 receive high school credit. In our school district we have three Arabic teachers who collaborate to develop the curriculum. Since Safford will soon become authorized as an international baccalaureate school, the Arabic program is part of the course offerings for learning a second language. The curriculum follows the requirements of IB in the middle years program. We also use the Marhaba curriculum guide to map

out each semester and Startalk to enhance students learning. We currently implement from Alif Baa'a and Ahlan Wa Sahlan.

The Arabic language is offered at one high school and at the local state universities, and a local community college. Safford K-8 is a school with a student population of 78% on free or reduced lunch. The only previous funding received for our Arabic program was through FLAP.

## **2. Description of Project Activity:**

Currently the Arabic teacher is paid through grant money from FLAP. This fund will not be available for next year. We would like to use the grant money from QFI to pay for the salary of the Arabic teacher. Without this money, Safford will not be able to continue to offer Arabic classes. The Arabic teacher will participate in the development of the Arabic curriculum as follows:

The curriculum project we wish to undertake with QFI support is the development of Arabic MYP units and the continued training of our Arabic teachers to accomplish this task. This summer we plan to send our teachers to an IB conference. With the help of the IB program coordinator they will then write two Arabic MYP units for each level of MYP. Next school year Arabic classes should include level 1 and level 2 of MYP. The units will be taught during 2 semesters, which means 2 units per semester. After the units are taught, the teachers will reflect and evaluate the units

with the IB program coordinator. After this step is completed the units will be improved and rewritten. This grant will help the Arabic teachers with becoming excellent MYP teachers at Safford K-8. The International Baccalaureate requires for all students to take one other language other than their mother tongue. The funding through this grant will help keep the Arabic program alive at Safford and will help improve the quality of the curriculum and the manner in which it is delivered.

### **3. Design and Activities:**

- The curriculum to be developed is a minimum of 4 Arabic MYP units in the International Baccalaureate program. This is only for year one. The year the school will be authorized as an International Baccalaureate world school. In year 2 two more MYP units will be added.
- Students currently are using lessons developed by the Arabic teacher. The school also uses Rosetta stone, which is installed in the language computer lab.
- The curriculum project is needed to meet the requirements of the MYP in the International Baccalaureate. In addition, it is necessary to keep the Arabic program alive at the school. This program is important because it gives our K-8<sup>th</sup> grade student population the

opportunity to learn a language that is becoming a bigger part of the Tucson community. Since the other language of the school is Spanish, Arabic gives our bilingual students a chance to learn a language other than their mother tongue. One that can be found in many places around the world. Due to the fact that many Arab speaking people immigrate to different countries.

- The curriculum will be taught to students in MYP year 1, 2, and 3. The age of the students ranges from 12 to 15 years old.
- The curriculum will include the following components of the MYP in the International Baccalaureate program: a significant concept, an identified area of interaction, a MYP unit question that guides the learning, anticipatory sets for each lesson, how the teacher will deliver new learning, guided practice, engaging and interactive activities, guided practice, and independent practice. The units will include a variety of formative assessments so that the teacher can monitor the students' progress. At the end of the unit students will complete a culminating task. The teacher will evaluate the student's performance on this task by using a criterion-referenced rubric. This rubric will be part of the curriculum and will follow

the guidelines of the International Baccalaureate MYP subject area manual.

The Arabic curriculum for MYP will include a curriculum map for each unit. Please, see attachments for examples of map and MYP unit planner.

- The MYP curriculum starts with thinking about assessment and with asking the question, “what will the students learn as a result of this unit?” The teacher then thinks about a real life concept that is connected to the skill set and knowledge base that the student will learn in the unit. She selects an area of interaction from the MYP and writes questions that guide the learning. The MYP is concept based and encourages students to engage in the inquiry cycle. At the end of the unit students demonstrate their level of understanding in a summative assessment=culminating task. MYP strengthens the following learner profiles: thinker, inquirer, communicator, caring, problem solver.
- The project will be part of the curriculum framework belonging the MYP in the International Baccalaureate.
- The implementation of the MYP at Safford K-8 started in the 2010-11 school year. Each teacher in each subject area developed two

units. Since the Arabic teacher taught the majority of her classes at a high school and only one class at Safford, no Arabic MYP units were created at that time. This year the school received one visiting Arabic teacher from Egypt and kept the existing Arabic teacher for one class period. School officials together with the teacher are working on having a new visiting Arabic teacher for the following school year. Both the part time and the visiting Arabic teachers have to be trained. Both are responsible for writing the MYP Arabic curriculum with guidance from the International Baccalaureate program coordinator. During the summer of 2012 two units will be completed, during the 2012-13 school year two more units will be added to make it a total of 4 units per level. MYP at Safford K-8 includes level 1 only, we hope to expand the Arabic program to level 2.

- The QFI grant would support teacher training and the development of the Arabic curriculum. The curriculum will be written outside of the teacher's regular contract time. This includes summer break, weekends, and after school time. Both Arabic teachers have to complete 3 trainings in the International Baccalaureate for MYP, a category 1, 2 and 3 training.

WHAT?	WHO?	WHEN?
Create a total of 4 IB MYP units	Teacher with IB coordinator	Summer 2012
Teach the units	Teacher	Fall 2012 Spring 2013
Reflect on the units	Teacher with help from IB coordinator. Collaboratively with other teachers.	Fall 2012 Spring 2013
Training	Two teachers	Summer 2012 Fall 2012

- The materials developed by the teacher and IB coordinator will remain the property of the school. Any Arabic teacher will be bale to teach the units designed for each MYP level.
- Since IB requires for teachers to collaborate with others and create interdisciplinary units, all teachers can benefit form the Arabic curriculum. It benefits students who take the Arabic classes and those who attend other subject area classes in which the teacher partners with

the Arabic teacher. The curriculum benefits the school in that it will assist in making Safford K-8 one of the best IB schools in the state of Arizona.

**4. Budget:**

<b>Item</b>	<b>How will you use it</b>	<b>Amount</b>
½ of Arabic teacher salary	Due to funding cuts, this grant will help cover a portion of the teacher's salary as the school locates future funding for the salary and the program.	