

Armenian as a Second Language Curriculum Map

Prepared by the
ANEC ASL Committee:
Narineh Abrimian
Silva Bedian
Sossi Essajanian

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Program Overview

This Armenian as a Second Language program assumes that every child can learn. We believe that learning takes place in an integrated, holistic way and this program aims to reflect that process. It encompasses four goals through which standards are articulated to assist in the achievement of each goal. The standards are broken up into benchmarks that are progressively band-ed from introduction, beginning, developing, and expanding. All four goals are integrated and go hand-in-hand thus all must be touched upon to create an effective program.

As an educator, we trust that you know your students and where they are at the moment that you begin to work with them. No class is the same and each student within the class may be in a slightly different zone of second language acquisition. This program is structured to be flexible to accommodate this reality; thus, as the expert of your class, you may decide where to begin each student within all four goals. Each level within the goal builds upon and also spirals to insure the consolidation of the language knowledge and skills. Of course, you may choose to go beyond or accommodate the limits of this program to add other elements that you feel your students would need to succeed in their Armenian Language Acquisition.

This program is meant to be used with the:

- Teacher's Guide (**Armenian as a Second Language Teacher's Guide**)
- General resources document (**Curriculum Map**)
- Learning Level's Resource documents (**Introduction Level Teacher's Resource, Beginning Level Teacher's Resource, Developing Level Teacher's Resource** and **Expanding Level Teacher's Resource**)

The Teacher's Guide and Curriculum Map will provide the key information and pedagogical suggestions that will enable you to empower your students as researchers and users of the Armenian language. For the teacher's convenience, each of the four levels has also been placed in separate documents (Introduction Level Teacher's Resource, Beginning Level Teacher's Resource, Developing Level Teacher's Resource and Expanding Level Teacher's Resource).

Goal 1: Communication using the Armenian Language

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Benchmark	Introduction	Beginning	Developing	Expanding
Express basic needs	I am hungry, I am thirsty, I am tired, I need to go to the bathroom	I want to have a break, I want a snack, I want to drink water, I want to play	I want to talk to my friends, I need to finish my homework	I will be absent next week, I want a part in the recital
Express basic courtesies	Please, thank you, you're welcome, it was nothing, good morning, good bye, see you soon	address clergy, bless you, excuse me, happy birthday	Good luck, excuse me, how are you, hope you feel better, congratulations,	with pleasure, of course, it doesn't matter, enjoy (your meal), my sympathies, have a nice trip, welcome, you're welcome I hope you feel better
Express state of being	I am good (well/fine), I am sad, I am happy	I am scared, I am tired, I am not well	I feel great/wonderful,, I am upset, I am busy, I am surprised	I am content, I am embarrassed, I am confused, I am shy, I am ashamed, I am ecstatic,, I am laughing, I am lucky, I am disappointed, I feel miserable, I am angry, I am annoyed, I am frightened, I am confused/shocked
Express likes and dislikes	Favorites (colors, fruit/vegetables, weather, clothes). Same topics for things they don't like	Favorites (more colors, food, more weather options, season, more clothes options). Same topics for things they don't like	Favorites (animals, day of the week, place to visit, drink). Same topics for things they don't like	Favorites (dessert, musical instrument, songbook, profession (occupation), painter, musician, singer, band, song, actor, actress). Same topics for things they don't like
Express agreement and disagreement	Is the weather nice?, Is the weather cold? Is it late? Is it early? Is it the right size? It is too big? Is it too small?	Using topics from Favorites above, ask questions like "Do you agree that Armenian food is the best?"	Using topics from Favorites above, ask questions like "is the horse the fastest animal?"	Using topics from Favorites above, ask questions like "Do you agree that my mother's <i>choregs</i> are the tastiest?"
Ask and answer simple questions	What is this? are you hungry? Are you thirsty? What is your name? How old are you?	What's up/what's new? can we play? Do you have my pencil? Would you like some help? Where is your homework? Did you complete your homework? can I come in/enter? Do you understand? Do you know?	Ask and answer simple questions a. Time/date/season questions (eg, What time did you go to sleep?) b. Family (e.g. How many brothers and sisters do you have?) c. School (e.g. What is your teacher's name?)	Ask and answer simple questions d. Hobbies/animals (e.g. What sport do you like to play?, do you have a pet?) e. Favorites (e.g. What is the name of your favorite restaurant/book/painter/famous Armenian?) f. About you (e.g. What state do you live in? How many bedrooms are in your house? Where have you gone for a vacation?)
Follow directions	Wait, clean up, put on your coat, take this and put it there, put your work in the	listen, no talking, be seated, get ready to go home,	Read. Take out your books. Close your books.	Keep your books, stand up, wait

	all done/completed tray/box.			
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Goal 1: Communication using the Armenian Language

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Benchmark	Introduction	Beginning	Developing	Expanding
	Learning the names and the sounds of the alphabet	Continuing to solidify the alphabet sounds and start to read	Knows the alphabet but still needs some reviewing. Needs more practice reading.	Know the alphabet and read basic texts fairly fluently.
Respond appropriately to directions, instructions, and commands	Teacher asks, instructs, commands of student and expects a reply in actions: "Pick up your pencil." "Pick up your book." "Stand up." "Sit down." "Clap once. Clap twice." etc.	Continuation of Intro Tier, but this time student replies with words: Teacher asks, instructs, commands of student... "Where is your book?" "It is here." "Who is your best friend?" "Sarah" etc.	Continuation of last two tiers, but this time student responds in phrases rather than simple words: "Tell me what the story was about." "It is about a boy and his dog." "Who is your best friend?" "My best friend is Sarah."	Student should be able to respond in full sentences. "What was this story about?" "This story was about a boy and how he bought a new puppy. The puppy was very small and did not always behave. The boy taught him tricks."
Make an identification based on simple oral and/or written descriptors	Master/Working List: classroom utensils, facial features and body parts, colors, family members, numbers, days of the week, months,	Master/Working List: (in addition to review of intro list) holidays, action verbs, animals, foods, fruits. Writing: tracing teacher's letters for writing words on master lists	Master/Working List: Time, weather, setting, places, holidays. Example (in Armenian): "What do we write with?" "Pencil" or "Hand"	Master/Working List: Time, weather, setting, places, holidays. Example (in Armenian): "What do we write with?" "Pencil" or "Hand"
Read and respond to developmentally appropriate material	N/A	Student will be able to read a very simple few sentences with the help of the teacher, a story appropriate to their age level. Student will then be able to answer a question a teacher asks them about the paragraph. Student will be able to answer in a few Armenian words.	Student will be able to read a very simple, yet developmentally appropriate, paragraph with less help from the teacher. The student will then be able to answer a question the teacher asks about the paragraph in Armenian.	Student will be able to read a slightly more difficult, yet developmentally appropriate, paragraph with no help from the teacher. Student will also be able to retell/summarize what they read in their own words in both Armenian and English.
Respond to speech of peers and familiar adults on a given topic	N/A	N/A	Class Discussion. Students take turns	Conversation with peer about their day/week/weekend. Students will be

			sharing one or two sentences about something they did during the week. Students will also take turns asking one another a question about the topic they just presented.	able to elaborate on a topic in 3-5 sentences.
Comprehend and respond to simple personal written communications; such as notes, invitations, and letters	N/A	Students will write each other mini-notes in English. Each student will then take turns sharing out loud their answer to the question. Example: Note - "What is your favorite color?" "Blue."	The teacher writes a simple note/letter in Armenian to students. Each note will be personalized and different. Students will be able to answer in Armenian in a short phrase to a few sentences.	The teacher hands each student a letter/invitation/note written in Armenian. Each student will be able to respond in 3-5 sentences in Armenian.
Identify main ideas and key words in oral and written material	N/A	Teacher reads a short story to the students. The teacher will stop after each paragraph and guide students in comprehending the key words and main ideas.	Teacher reads a short story to the students. After every few paragraphs, the students will share the main idea and key words.	Teacher reads a short story to the students. At the end of the story, students will Think, Pair, Share about the main ideas of the story.

Goal 1: Communication using the Armenian Language

Standard 3: Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Benchmark	Introduction	Beginning	Developing	Expanding
Give directions, commands, and instructions	DIRECTIONS: to the right, to the left, up, down; COMMANDS: give, take, stand up, sit down INSTRUCTIONS: open, close	DIRECTIONS: straight; backward; forward; COMMANDS: go, tell me; pass; answer	DIRECTIONS: next to; between; in front of; behind; COMMANDS: stand up, go to the; write; erase; sit down; open; read; study; close; put away; listen; raise; give; work	INSTRUCTIONS: give and follow two step instructions (put the book on the table and open it); COMMANDS: help; do; bring; go over; bring; hand in; take out; check; collect; lower; turn off; turn on; take notes; watch
Give a description orally and in writing using simple phrases	Describe using color, comparative size, shape, and placement (That book is blue)	Describe family and friends; describe school, classes; describe daily activities using one adjective	Describe family and friends; describe school, classes; describe daily activities using two or more adjectives	Use two or more sentences to describe a person, place, thing, or feeling
Write a personal communication; such as, a note, letter, or invitation	Write name; sireli; sirov (copy and then independently later if possible)	Holiday card; accurately copy written Armenian letters (do not have to come up with ideas, text, etc.)	Sireli XX, Sirov; thank you card	Invitation to parents to come to the class
Summarize main idea of selected authentic and/or contextualized material	Teacher speaks repeated, one-sentence sequence in Armenian (i.e. what is your name? to each student) and then ask the group to tell/summarize in English what was discussed (everyone's name was shared)	Teacher reads a very simple, repetitive story (with pictures), and students tell what happened in the story in English	Teacher reads a story with a more complicated storyline and students tell what happened in English and use one word in Armenian	Teacher reads a story and children use one full sentence in Armenian to tell what happened in the story
Present prepared material to an audience	i.e. leading a game ("red light/green light")	Draw a picture and use a phrase to orally describe it	Draw a picture and use at least one full sentence to describe it	Choose and read a piece of original writing to the class

Goal 1: Communication using the Armenian Language

Standard 4: Students reinforce and further their knowledge of other disciplines through Armenian language and culture.

Benchmark	Introduction	Beginning	Developing	Expanding
Identify Armenian language information for use in other disciplines	COOKING VOCABULARY: foods names; cooking, mixing, seasoning	SCIENCE VOCABULARY: MATH VOCABULARY: counting, adding, number names	TECHNOLOGY VOCABULARY: computer, telephone, cell phone, typing	LITERACY VOCABULARY: spelling, grammar, book
Extract information from sources intended for native speakers of the language.	Listen to a recorded conversation and pick out "parev;" listen to songs and pick out vocabulary from above standards	Listen to a book online and pull out main vocabulary words and be able to use them	Listen to a song or an online video and summarize at least one main point	Listen to a story online and answer at least one literal and one inferential question
Use authentic sources to identify Armenian culture.	Identify a book written in Armenian letters as written in Armenian	Identify Armenian money as Dram; identify Armenian instruments (duduk, kanoun, saz)	Identify city names--whether current or historical--from maps of the Republic of Armenia or Western Armenia.	Use Armenian restaurant menu or cookbook to discuss traditional Armenian foods

Goal 2: Armenian Historical and Cultural Understanding

Standard 1: Students demonstrate an understanding of the relationship between the perspectives and practices of Armenian culture and use this knowledge to interact effectively in cultural contexts.

Benchmark	Introduction	Beginning	Developing	Expanding
Recognize and interpret language and behaviors that are appropriate to Armenian culture.	Please (singular and plural), thank you, good morning, good evening, good night, hello, good bye	Have a nice day, mMay I go to the bathroom please? May I get a drink of water please?	Respect when greeting an adult or someone of higher authority; I'm happy to meet you	Respect when greeting an adult or someone of higher authority
Identify social and geographic factors that affect Armenia and its practices.	The Armenian flag Be able to find and identify Armenia on a map; know Armenian and English words for "Armenia"	Countries that border Armenia (Turkey, Iraq, Azerbaijan, Georgia); Mount Ararat. Identify the territory of historical Armenia and compare with current Armenia.	Arax River, Lake Sevan, Hraztan River, Lake Van, Euphrates River Homes are far away from each other due to villages and farmlands	Student will be able to locate the geographic features of Armenia on a map and compare them to the country of residence
Identify social factors that affect Armenia and its practices.	food, hospitality, family, Christianity, history is very important	being Christian, being family oriented, church on Sundays	names for family members (mother's sister, father's sister) Colloquial forms	-always serve elderly first -always take something when you go to someone's house -never return a platter in an empty state
Identify common words, phrases, and idioms that reflect Armenian culture.	May god keep you, Let's see what the day brings	Christ has risen, May God be with you	terms of endearment my dear...	<i>Achk chutubnah,</i> <i>Achkees zargav</i>

Goal 2: Armenian Historical and Cultural Understanding

Standard 2: Students demonstrate an understanding of the relationship between the perspectives and products/contributions of Armenian culture and history.

Benchmark	Introduction	Beginning	Developing	Expanding
Identify the relationship between Armenian cultural perspectives and products/contributions as represented in expressive forms such as, art, literature, music, dance, etc.	Garmir Kulkhargig, Gatil Muh Meghr, ABC, Mokhriguh, 7 Dzoogneruh, Aroudz Mher, Katch Vartan, Gatil Me Meghr, Yerek Tzoogneruh, "Mer Hayrenik", "Glorig Mlorig", "Tzi Tzi Paydetzi", "Dzapig Dzapig"	"Katch Vartan," "Hye Em Yes, Katch Em Yes," "Nabasdag Nabasdag," "Mer Hayrenik," "Giligia," "Kedashen," "Hye Lezoo - Poem," "Navasti - Poem," "Jan Im Kntag,"	"Mer Hayrenik," "Hay Kacher," "Hasnink Sasun," "Tzayn Door Ov Fedah," "Tzayn Muh Hunchetz," "Harach nahadag," "Shogher jan," "Sari siroon yar."	"Mer Hayrenik" "Harach Nahadag" "Giligia" "Erevan Erepouni" "Sardarabad" "Menk Angeghdz Zinvor Enk" "Verkerov Li" "Hay Kacher" "Hasnink Sasun" "Tzayn Door Ov Fedah" "Kini Litz" "Bidi Guhnank" "Bank Otoman" "Tzayn Muh Hnchetz"
Identify the expressive forms of the Armenian culture.	Identify art, music, literature, dance	Armenian needlework, rug making, Armenian miniatures	clay pots, bread making, wine making,	Study significant composers and artists (Gomidas, Aram Khachaturian, Arshile Gorky, Mardiros Sarian, William Saroyan, Taniel Varoujan)
Identify objects, images and symbols of the Armenian culture.	Learn basic meanings: pomegranate, Ararat, khatchkar, Mamig/Babig, Dzidzernagapert, Khor Virab, Sardarabad, Armenian flag, Artsakh flag,	Learn deeper meanings: pomegranate, Ararat, khatchkar, Mamig/Babig, Dzidzernagapert, Sardarabad, Khor Virab, Armenian flag, Artsakh flag,	Learn the thorough meanings behind: khatchkar, Dzidzernagapert, Armenian coat-of-arms, Artsakh coat-of-arms, Mayr Hayastan, Ani, Madenataran	Learn the thorough meanings behind: khatchkar, Dzidzernagapert, Khor Virab, Armenian coat-of-arms, Mayr Hayastan, Madenataran, Ani, Armenian Church, Echmiadzin
Identify the products of Armenia.	apricots, pomegranate	wheat, jam	brandy, hand crafts	tourism
Identify foundational narrative of Armenian history.	Haig and Pel, Vartanantz, Ara Keghetsig, Shamiram Takouhi	Tigran the Great, King Drtad, kings and kingdoms, Armenian Genocide (more details and facts)	Historic Armenia overview, Arab and Turkish invasion, Armenian Genocide (eyewitness stories)	Vartanantz, Armenian Genocide, Dyarnuntarach, Vartavar
Identify current events in Armenia and Diaspora.	Basic understanding: Independence Day, May 28, Armenian Christmas,	Basic understanding: Armenia's political structure and read at least 1 article per month about news from Armenia	Basic understanding: impact of Armenian Genocide on politics; read at last 1 article per month about news from Armenia	Armenian second independence, Armenian Genocide and denial, identity

Goal 3: Community Participation

Standard 1: Students apply language skills and cultural knowledge within and beyond the school setting.

Benchmark	Introduction	Beginning	Developing	Expanding
Identify how Armenian can be incorporated into the student's daily life.	Greeting parents, family, friends, teachers, reading newspapers and books	Stating/singing the date and days of the week, months, seasons	Engage in simple dialogue (2 step +)	Engage in simple dialogue (4 step +)
Locate connections with Armenian culture through the use of technology, media, and authentic sources.	Visit web sites about Armenia, watch at least 1 age-appropriate TV show in Armenian	Use Skype to connect with an age-related class in Armenia (or the Diaspora); speak through a translator.	Watch online TV channels of Armenian Diasporan news	Use internet to choose a topic of interest and present to class or community using authentic sources (interviews, shows, podcasts, books, etc.)
Locate resources in the community to research Armenian culture.	Look for Armenian materials in non-Armenian libraries/museums about Armenian topics	Researching and connecting with Armenian Library and Museum of America (in Watertown, MA)	Interview community members about topic of choice	Interview community organizations

Goal 4: Language Connections

Standard 1: "Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language."

Benchmark	Introduction	Beginning	Developing	Expanding
Identify the sound patterns of Armenian and compare them to the student's own language.	introduce the fact that words have vowels, syllables, etc through games and songs	identify that words have -ig or -ag ending	diphthongs (ay, ya), invisible "uh," changes the syllables rule (number of vowels = number of syllables),	Review of what has been taught
Identify the structural patterns of Armenian and compare them to the student's own language.	N/A	introduction to compound words, we use 2 words for the word YOU, gender is unmarked, can omit the pronoun, this/that, here/there, so 2 words compared to 3 in Armenian	1) we use mainly post positions unlike English's prepositions (on the table). 2) We decline nouns far more than in English. 3) questions and statements are written in the same order - you will know it is a question when you read the question mark and then change your voice, unlike in English. 4) usually the verb goes at the end (in English it is usually in the middle - I read a book), 5) <i>vor</i> covers all 3 - who, that and which	Word formation for example countries, their people and languages, (France, French), Exclamation points and interrogation marks are not at the end but over the word
Identify the idiomatic expressions of Armenian language.	N/A	Idiomatic Expressions	e.g. you are as many persons as languages you speak	<i>Klkhous vurah, klkhous artougetsir, achkus guh baghi</i>
Identify connections among Armenian and other languages.	There are 26 letters in the English alphabet and 38 in the Armenian.	Phonetic, vowels are similar, syllables are the same concept too (except invisible <i>uh</i>),	-there is one pronoun for he, she and it. The sentence has to be read to understand which of the three it is. - "I am talking" and "I talk" are the same in Armenian	Introduce declension of nouns - and touch upon the differences with English

Goal 4: Language Connections

Standard 2: Students recognize that cultures use different patterns of interaction and can apply knowledge to their own culture.

Benchmark	Introduction	Beginning	Developing	Expanding
Identify the similarities and differences between Armenian culture and local culture using evidence from authentic sources.	Compare songs and stories about Armenian holidays vs. non-Armenian holidays by listening to songs and interviewing people	Compare foods in general and traditional foods from menus and interviews	Compare traditional and modern Armenian dance with dance styles in the USA; use books, videos, interviews	Compare art genres and styles from Armenia and Diaspora with local USA culture; use pictures, interviews
Identify the contributions of the Armenian culture.	Learn about interactions between Armenian kingdoms with other kingdoms	Focus on contributions on global (know some famous Armenians and what they have contributed to international culture)	Focus contributions of Diasporan Armenians to Armenia (Armenian Tree Project, ARS, etc.)	Study Armenian cultural impact on different forms of art, music, and dance