



1. A description of your course, including the name and location of your school, the title of the course, the level, the course objectives, class size, and the student population.

My name is Hana Arslan , a native speaker from Beirut Lebanon. I teach at Amana academy, a charter public school in Alpharetta GA that has 700 students. I have been teaching Arabic since the school's opening in 2005 and I helped in developing the Arabic curriculum K-8th through the years with a team of dedicated and committed Arabic teachers. Together we created Arabic materials, and interactive, hands-on activities that target the diversity of students' needs and different proficiency levels at Amana. I believe that students learn best when they engage in active learning and when we facilitate their acquisition of key knowledge and skills.

I teach level one Middle school and the unit I chose to share with you is a 9-12 weeks length and it is about "Food". In my 6th grade class there are 20 students, 6 of them are attending F2F and the remaining 14^{learn} virtually due to the coronavirus pandemic.

My goal in this project is to introduce 6th grade students to a world full of colors and flavors despite the distance and despite the challenges of this year.

Learning about Food is a unit that works as a "hook" to grasp students' attention to the Arabic Culture. It triggers their curiosity and increases their motivation despite the fact that they will not be participating in group "cooking projects" or "restaurant simulations" like we usually do every year in class. I teach this year through zoom and Nearpod platforms , and I deliver my instructions for 45 minutes every day. Along with Nearpod, additional resources like " quizlets, "Blooket"

"Word wall "games and "Google forms" are being created to support and reinforce students' learning.

My goal is for students to have a broad idea about how food is different from one culture to another and to be able to communicate practically in Arabic basic needs, when ordering or requesting food/ drink from a restaurant. These are fundamental skills that students need to know, however without knowing the basics like names of food, different fruits and vegetables, drinks, verbs, how to ask simple questions and how to respond to simple questions, students will feel anxious, unproductive and will lose interest in learning and liking Arabic. Through this engaging platform, as a language teacher, I can build on the acquired skills and through repetition and diverse activities provided through Nearpod , students are able to learn in an interactive structured way, they can respond live, they can compete with self and

others and they can be assessed on their learning and skills, and definitely they can reflect on their progress as learners.

Basic resources used:

Packs for practicing writing fruits and vegetables (writing)

Labeling items

Connecting letters

Matching pictures to words (reading)

Categorize fruits and vegetables

Listing items for vegetable salad

Listing items for Fruit salad

Writing short sentences with verbs” I like/ do not like/ I eat/ I drink...

Activities that can be done through clear instructions and simple follow up rubrics.

1. having students pick a meal and list the ingredients necessary to make the dish
- 2- Recorded Dialogue between two students where one is waiter another customer.(they follow a rubric about what needs to be said/ can be done in break out rooms)
- 3- Teacher assign a country and students create a dish from that assigned country and make a video at home on how they made it including ingredients and taste
- 4- Listing countries that have similar food.(research))
- 5- Comparing and contrasting different types food in Arab countries in comparison to their home countries.(Venn diagram)
- 6- Food Recipes created by students

3- Please describe how you developed the course this academic year. What new components (activities, modules, materials, technology tools, methodologies, etc.) did you add to enhance the course?

This unit was created through a nearpod lesson where engaging activities and videos were embedded to deepen and extend student understanding and learning. Also lots of wordwall activities, quizlets and blooket games were used to reinforce student learning.

4- Please describe any challenges you experienced during the course development process and how you managed them.

The challenges were mostly related to engaging all students and keeping them interested and motivated. Also, Looking for resources was time consuming because I was looking for fun, educational and new short documentaries that fit the purpose and relate to the lesson taught. I kept my lesson vivid by using different colors to keep attracting them visually. Then I used transliteration in addition to the Arabic script because my focus is on oral communication, and by surfing the net to see what is new and finally by adding a variety of engaging activities in my lessons and a quiz to check their understanding and use of new vocabulary words.

5-Please describe the learning outcomes of the course development project. How successful was the project in terms of reaching the goals you envisioned for you and/or your students? In particular, please describe any [global competency](#) outcomes that your students achieved.

At the end of this unit students will learn the different names of fruits and vegetables, they will express their likes and dislikes for particular food, they will be able to describe the fruits and vegetables by colors and they will be able to recognize and count the numbers 1-20. Students will also be able to talk about what they eat for breakfast, lunch and dinner. They will use verbs to describe a recipe and they will be ordered to make simple requests when ordering food at a restaurant.

I feel that students enjoy learning about food. And based on students' motivation, enjoyment and achievements, I can tell that the goals were attainable.

During our lesson, we tackled Goal 2 :Zero Hunger of the sustainable development goals and as a community project, 6th grade students initiated a food drive where all non-perishable products and items were donated to a charitable organization in our city.

6. In what way(s) will you modify or refine your course in the future?

I will definitely take it a step further by going deeper with the sustainable goal: Zero hunger. Next year students can be more at ease and will be f2f in classrooms. We can have more active discussion, research, defining problems, finding more solutions and trying to execute more than one idea.

7-What advice can you give to other teachers who may wish to use or adapt your materials?

I would say that the materials and resources are important however teacher's input and clear instructions remain a priority. Review the goals, the learning targets, and keep checking for understanding by continuous monitoring, formative assessments and by revisiting the learning targets in the middle and end of the lesson. Give time for students to speak and express themselves by owning

their learning and by persevering through tasks. There is no right or wrong, there is learning from mistakes, learning from success and failure to keep growing with the language.

These lessons have been created to accommodate the students' virtual learning and this is they are simple yet focused and builds on each other.