

Please use the templates below as guides for planning your unit.

**Appendix A: World Language Unit Template
2020-2021**

Language	Arabic
Course/Level	1
Targeted Proficiency Range	Intermediate Low
Thematic Unit	Food
Unit Length	9 -12weeks
Stage 1: Desired Results	
Enduring Understanding(s) / Essential Question(s) (What universal big idea or question is being discussed?)	<p>What is Healthy Eating? How is food in Arab countries different from the food in the US? How to order Food from an Arabic menu?</p>
Learning Targets (What do students need to know and be able to do?)	<ul style="list-style-type: none"> • I can give examples from “ my plate “ categories • I can list healthy/ unhealthy food • I can express likes and dislikes relating to food items • I can ask simple questions • I can answer with “Yes/ na-am” and no/ La” • I can use the verbs I eat/ I drink/ I like/ I dislike/ In short sentences in their affirmative and negative form (ex ashrah/ la shrah) • I can list names of fruits and vegetables • I can list drinks • I can relate food to health benefits • I can explain the relation between food and country (climate/ weather) • I can name authentic food from the Arab countries • I can compare between Arabic and American food • I can talk about what I eat at every meal • I can create a recipe • I can order food at a restaurant
Benchmarks for the Unit (Or how do you know the students got it? What level of performance is acceptable? Good? Outstanding? Needs improvement?)	<p>Students will be able to... list different fruits and vegetables, and drinks.... Label pictures, match Arabic to English words, categorize what is healthy and what is unhealthy, categorize food items under particular food groups, give examples of authentic food from Arab countries...Count fruits and vegetables, describe food they have eaten by colors. Talk about what they eat at different meals of the day and compare with US. They will be able to make a recipe and list items included. They will be able to use basic expressions to order food from a restaurant</p>
Standards:	__x__ 1.1 Interpersonal communication

Check as many as apply.	<input checked="" type="checkbox"/> 1.2 Interpretive communication <input checked="" type="checkbox"/> 1.3 Presentational communication <input checked="" type="checkbox"/> 2.1 Cultural practices and perspectives <input checked="" type="checkbox"/> 2.2 Cultural products and perspectives <input checked="" type="checkbox"/> 3.1 Connections to other disciplines <input checked="" type="checkbox"/> 3.2 Acquiring new information <input checked="" type="checkbox"/> 4.1 Language comparisons <input checked="" type="checkbox"/> 4.2 Cultural comparisons
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Functions What can learners do?	Knowledge What context, structure and culture will learners need to show their knowledge?		
Functions	Thematic Context	Grammatical Structure	Cultural Competence
Express likes and dislikes about fruits and vegetables. Ask and answer questions about healthy/ unhealthy food. Using courtesy words while requesting something. Reflect on the benefits of food items widely used and spread in Arab countries	I can find and use information about “Food” on Internet (Food / travel channel) * I can list authentic dishes from different Arab-speaking counties). *I can make a recipe and present it to an audience. * I can describe what I to eat at a restaurant.	I can follow directions • I can give simple directions both formally and informally. • I can use question words • I can differentiate between male and female I can put words in order to have a right sentence	I can list top Arab countries producers of “olive oil” and “Dates” • I can explain the service coffee protocol • I can compare Arab eating habits with the US

Stage 2: Assessment Evidence
Summative Performance Assessments (May be separate or combined)

Interpretive Listening	The students watch segments of an Arabic show in which the guests Favorite Arabic food. Students answer by writing the name of the food mentioned by the guest under his/her picture. Since the goal of this activity is to assess listening skills, students are allowed to write the name of the food in English or Arabic.
Interpretive Reading	Students will look at a recipe and draw words that they recognize from their vocabulary lists
Interpersonal (spontaneous; person to person)	You will need to be able to communicate in Arabic what you want to eat with the waiter (another student)at a restaurant Elements to be included:: Culturally appropriate greetings, introducing self, and “table” conversation. Basic description of what to order and basic questions about the menu. Culturally appropriate requests and courtesy words are to be included.
Presentational Speaking (brief up to 5 min)	Presenting a particular recipe to an audience. Rubric to follow

Presentational Writing	While visiting “Petra “In Jordan you stop to eat lunch. The management is changing its dinner menu and has asked its patrons for input. Using the comment card they have provided, write at least three items in each category to let them know your personal preferences. At the end of each category, write a statement that describes which of the items listed you like best and another statement which compares the remaining items in terms of which one you like better than the other.	
Formative Assessments (may be separate or combined)		Formative Assessments (may be separate or combined)
<ul style="list-style-type: none"> • Vocabulary quiz /identifying food items through flash cards 	<ul style="list-style-type: none"> • Students write what they ate for breakfast, lunch and dinner 	
<ul style="list-style-type: none"> • Categorize fruits and vegetables 	Write a restaurant ad : what food are available? Practice writing a restaurant ad.	
<ul style="list-style-type: none"> • Matching Arabic words to English 	<ul style="list-style-type: none"> • “ordering food” at a restaurant 	
Stage 3: Learning Activities		
Interpersonal	Interpretive	Presentational
<p>“<u>Men fadlek, Ureed...</u>”</p> <p>Your class is deciding what they should eat at next week’s Arabic Club dinner. You and your classmates will participate in a large group interview to collect “data” about food preferences for your class. You will fill out a grid with six rows and seven columns. You will write your name in Row 1, Column 1. In the blank spaces in the remaining columns in Row 1, you will write five of your favorite foods. In the last column, you will write down your favorite drink. Then you and your classmates will circulate around the class with your grids and ask five different people:</p> <ol style="list-style-type: none"> 1) if they like or dislike the foods that you listed in the first row 2) to tell you which foods and drink each of them likes. <p>Record with checkmarks the number of times classmates liked the same things you liked in Row 1. Then fill out the remainder of the grid with the things your classmates told you they like. As a class, tally up the foods and drinks that were the most popular.</p>	<p><u>Lazeeth/</u> Have students look at the restaurant add for :”Berjeel Al-Arab Restaurant”</p> <p>Encourage them to look for familiar words and phrases as they look at the different sections of the menu: salata, mezza, halwa, and mashroubat. Ask students to answer questions such as the following: [Teacher Note: Students should answer in English so that comprehension can be assessed]. How many mezza are offered? Which drinks would you order from the menu? If you wanted to avoid meat in your diet, which “salata” would you choose from the menu? What kind of halwa do they serve at the restaurant? What is the suggestion of the day?</p>	<p><u>Arabic Wave</u></p> <p>Students sit in a circle or line to participate in an Arabic Wave game using vocabulary for different foods and drinks. Teacher starts the “wave” by calling out a food or drink while raising up both arms. The student sitting next to the teacher quickly calls out another food or drink while raising his or her arms. This continues around the circle until every student has named a food and raised up their arms. Play several rounds until the wave can be done in a very quick motion.</p>

<p><u>Students play “Tic-Tac-Toe.</u> Students use flashcards of food and drink. The teacher draws a nine square grid on the board and tapes a vocabulary flashcard on each of the squares. The students cannot see the pictures. Each flashcard is numbered on the back, which the students can see. The teams then take turns to guess the picture, e.g. “Raqem wahed, ma’e / (Number one, water?)? If a student guesses correctly, his/her team earns a nought or a cross. The first team to complete a line of three noughts or crosses wins the game.</p>	<p>*In small groups, students are given a stack of clip art pictures of several food items. The cards are placed face down in the middle of the group. Students take turns drawing individual picture cards from the stack. Students poll everyone in the group by asking/answering questions such as “Hal Tuheb or Hal tuhebben”...?, in order to elicit “Na-am Uheb... or “la, la uhebb” The answers to these questions will determine if the food they drew from the stack is one that: 1) all students in the group like the food, 2) nobody in the group likes the food, or 3) if some like and others dislike the food. Cards are placed in these three different category stacks, depending on how they group voted. After all the cards have been used, students will draw a Venn Diagram to display the results by writing in the food names that belong in each category.</p>	<p><u>Chicken or Beef?</u> What do you think famous people order when they travel to restaurants around the world? Would “Ariel Grande” prefer a chicken salad or a hamburger? Would John Travolta eat ice cream or strawberries for dessert? The teacher selects magazine pictures of famous people from popular magazine such as People magazine. As an alternative, students could bring in pictures of their favorite singers or actors. On the back of each picture, the teacher writes the name of a food. For example, John Travolta’s picture may have the word “dajaj” (chicken) written on the back of it. As the teacher holds up the famous people pictures, students guess what the person wants to order , e.g: “Hal ta-thon anna John Travolta yuhebb lahem aw dajaj? (do you think Travolta likes Beef or chicken?” or “Hal tathon anna John Travolta yuhebb farawla?”/ or you think he likes strawberries?” Teacher says “na-am/la” to each guess. Allow a limited number of guesses or set a time limit.</p>
	<p>* <u>Pictionary:</u> Learners play a drawing game on the board. The teacher divides the board into two sections with a vertical line and divides the class into two teams. One member of each team stands in front of the board facing the class. The teacher calls out an item of food or drink in Arabic e.g. “Kunafa” and the two students turn around and draw what they think it is. The first team member to draw the correct food</p>	<p><u>“Continue the sentence”</u> Students sit in a circle as one person starts a chain sentence by saying “Ureed/ I want...”, and a food item of his/her choice ,For example, he/she might say, “Ureed samak/ I want fish” . Working clockwise, the next person repeats this and then adds an item. This continues round the</p>

	item earns a point for his/her team	group with everyone adding item. The person who ends with the very long sentence starts the next round.
<ul style="list-style-type: none"> • Discuss what would make a healthy plate with a friend 	<ul style="list-style-type: none"> • Listen to ingredients and put them in order 	<ul style="list-style-type: none"> • Create your own salad/ dish desert
<ul style="list-style-type: none"> • Collect data about favorite fruit/ vegetables through interviewing friends. 	<ul style="list-style-type: none"> • Read about “Drinking coffee protocols” in UAE and answer questions 	<ul style="list-style-type: none"> • Create a three meal menu
Other Learning Activities		
<ul style="list-style-type: none"> • “Blind fold” taste game • Flip the card and guess the word • Timing while students are Listing as many fruits and vegetables as possible. • Guess the word...Think of a fruit or vegetable. Describe it to the students using color, shape, size, fruit or vegetable, and any other clues you can think of, for example: أنا (برتقالي أنا) I am orange) أنا (طويل أنا) I am long/tall) أنا (خضار أنا) I am a vegetable) • Back to back and face to face (Expeditionary Learning Protocol) • Think pair share • Anchor chart/ to make thinking visible • “Give me one Get one , move on” Protocol (To share and gain knowledge) 		
Main Resources		

- Lesson 1- (Healthy food) <https://share.nearpod.com/IImO4aB8Dab>
Editable link: <https://share.nearpod.com/e/vF9yjRhpZfb>
- Lesson 2- (Arabic food and drinks) <https://share.nearpod.com/ZVKYvt947ab>
Editable link: <https://share.nearpod.com/e/Px9CyiQoZfb>
- Lesson 3- Drinks <https://share.nearpod.com/UQ6oXRA3cbb>
- <https://share.nearpod.com/ZVKYvt947ab>
- Editable link: <https://share.nearpod.com/e/dlg6KmAoZfb>
- Lesson 4- (Fruits and vegetables) <https://share.nearpod.com/vkQxctVIDdb>
- (editable link: <https://share.nearpod.com/e/ywW5B46nZfb>)
- Lesson 5- (ordering at a restaurant) <https://share.nearpod.com/4aFMPvNOTdb>
Editable link: <https://share.nearpod.com/e/TppLpVZpZfb>

Lesson 1-Study guide:

Food Intro

Healthy/ Unhealthy food 1

Wordwall activities: <https://wordwall.net/play/4461/850/592>
<https://wordwall.net/resource/4417505>

Quizlets:

Starter food: [Starter Food](#)

[My plate groups](#)

[Food and drinks](#)

Lesson 2:

- **Extra resources;** “Dates” assignment
: https://docs.google.com/document/d/1TgEyOfwibc_UiCaumAMpNMuWxFmPPScX/edit
Olive oil “ assignment :
https://drive.google.com/file/d/1w-zaRQR9j7gzHkRnKWWK68_c6qyYqmOW/view?usp=sharing

Lesson 3- Extra resources:

Wordwall related: <https://wordwall.net/play/6278/731/629>

Quizlet: level 1-https://quizlet.com/_8w722j?x=1jqt&i=8trap

Level 2: https://quizlet.com/_9011pk?x=1qqt&i=8trap

Quizlet: [Drinks](#)

Lesson 4- Fruits and vegetables

Quizlets: [Fruits 1](#)

[Vegetables](#)

[Food and drinks](#)

Extra resources: Videos:

[Fruits](#)

Vegetables

All about Food!

At the restaurant

Describe at a restaurant

Noticing and wondering

https://quizlet.com/_9ffh88?x=1qqt&i=8trap

Study guide: https://docs.google.com/document/d/14A-numpvwLsR8MDwgtHOu7yn_PDWhF5NNagoIwYCTEY/edit

Wordwall relaed: <https://wordwall.net/play/6278/731/629>

Quizlet: level 1-<https://quizlet.com/8w722j?x=1jqt&i=8trap>

Level 2: <https://quizlet.com/9011pk?x=1qqt&i=8trap>

- Vocabulary words “ word wall activity” <https://wordwall.net/play/6278/731/120>
- Vocabulary including ordering at a Restaurant: <https://wordwall.net/play/6279/445/675>
- Call cards: <https://wordwall.net/resource/5460611>

- PACK
: <https://drive.google.com/file/d/1eQ6ELwDZuX1gJwkeuCbrlbpI4qpBHH46/view?usp=sharing>

- Video about food : https://www.youtube.com/watch?v=qToimIA5m_I&feature=youtu.be
https://docs.google.com/document/d/1oDib0vZax_AhouiuFIPYFV7xZ68mtUD5iW_CDzT8K9E/edit?usp=sharing

Little Arabia

<https://drive.google.com/file/d/1VGiSW1QwEcvgdmRyIOWOkXCIJbpFX3uL/view?usp=sharing>

Wordwall for verbs recipe:

<https://www.wordwall.net/play/10493/747/412>

Study guide Verbs recipe

DRAW YOUR WORDS ACTIVITY

<https://wordwall.net/resource/10905932> (For Courtesy words)

fruits/ vegetables, numbers and verbs for recipes L1(Transliteration)

https://quizlet.com/_9e3mcb?x=1qqt&i=8trap

Videos for recipies:

Carrington :

<https://drive.google.com/file/d/1tnuBKjyJf1MTEx92fj0W7dDKSiFxn1m/view?usp=sharing>

Averi:

https://photos.google.com/direct/AF1QipOEVSeEe7qi_gO_Ef2lCsZwxWD11J0dGouL40tqNchFO3Wt6Nw3fjE0TPI24K8egg/photo/AF1QipMax3wAMQ1mBQ4FxJAYOg_bmdO_6npq94Zab-9X

Simone:

https://drive.google.com/file/d/1MksDDIJRnumNuL39mf_2fxHsDNIKVkaA/view?usp=sharing

Amira: [https://drive.google.com/file/d/10KUcFlp6PjrQ3_0gQTwkB-](https://drive.google.com/file/d/10KUcFlp6PjrQ3_0gQTwkB-Kfyv5kWyyl/view?usp=sharing)

[Kfyv5kWyyl/view?usp=sharing](https://drive.google.com/file/d/10KUcFlp6PjrQ3_0gQTwkB-Kfyv5kWyyl/view?usp=sharing)

Aisha: https://drive.google.com/file/d/1X8v4b27573BvcVsYfDmhBQ_A9B-

[IFIFZ/view?usp=sharing](#)