

<b>Language and Level / Grade</b>	Arabic Secondary 9-12 grade	Approximate Length of Unit	2 weeks	
<b>Performance Range</b>	N-NH	Approximate Number of Minutes Weekly	225 minutes	
<b>Theme/Topic</b>	Global Challenge/ Well-being			
<b>Essential Question</b>	How do my food choices compare to those of a teenager in my target culture?			
<b>Unit Goals</b>				
<i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ol style="list-style-type: none"> <li>List the names of some of the Arabian dishes.</li> <li>Locate the countries where these dishes are served on the map.</li> <li>List the ingredients of these dishes, and the steps/way to prepare them.</li> <li>Express their opinion about these dishes (like/dislike)</li> <li>Explain what makes these dishes healthy/ unhealthy based on the 3 criteria (mentioned below).</li> <li>Ask and answer questions to compare dishes to the ones in their communities (similarities/differences).</li> </ol>			
<b>Summative Performance Assessment Tasks</b>				
<ul style="list-style-type: none"> <li>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>• The tasks follow the format of the IPA, but are integrated throughout the unit.</li> <li>• The template encourages multiple Interpretive tasks.</li> <li>• The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</li> <li>• The tasks incorporate 21<sup>st</sup> Century Learning.</li> </ul>	<b>Interpretive Mode</b>			
	Learners will complete/ comprehension guide after watching a short video about how to prepare Hummus: <a href="#">طريقة عمل الحمص بالطحينة</a>	Learners will read a menu and make healthy choices of 3 items. Three criteria to determine: <ul style="list-style-type: none"> <li>- Artificial ingredients</li> <li>- Food coloring</li> <li>- Food preservatives</li> </ul>		
	<b>Presentational Mode</b>		<b>Interpersonal Mode</b>	
	<ol style="list-style-type: none"> <li>Each learner will choose a favorite Arabian dish and present to the class:                     <ul style="list-style-type: none"> <li>- healthy/ unhealthy</li> <li>- His/her reasons to like it,</li> <li>- The dish's ingredients,</li> <li>- How to prepare it.</li> </ul> </li> <li>Students will create a video about the traditional dish of one country in the Arab world. A teacher handout with key questions (in</li> </ol>		In groups of two, learners will discuss 3 dishes in terms of ingredients, healthy/ unhealthy, like/ dislike in order to decide on one dish to prepare together for the international food day (Review attached rubric)	

	Arabic) will guide their research. Resources may include (all in Arabic) family recipes as well as restaurant menus	
<b>Standards</b>		
<p><b>Cultures</b> (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	<b>Relating Cultural Practices and Products to Perspectives</b>	
	<p><b>Product and Perspective:</b> Dishes from the Arabic kitchen are mostly prepared with organic ingredients that have not been processed.</p> <p><b>Practice and Perspective:</b> The way people prepare their food in the Arabic kitchen and what they sometimes say in the process (بِسْمِ اللّٰهِ), versus what people do in the US.</p> <p><b>Practice and Perspective:</b> One unique practice about the way Arabic people prepare their dishes is that measurements are not precise because women learn how to cook from the elderly in the family, yet the taste of the dish is still delicious most of the time.</p>	
<p><b>Connections</b> (Sample Evidence)</p>	<b>Making Connections to Other Disciplines</b>	<b>Acquiring Information and Diverse Viewpoints</b>
	Math- Home Economics - World History and Geography	
<p><b>Comparisons</b> (Sample Evidence)</p>	<b>Language Comparisons</b>	<b>Cultural Comparisons</b>
	Learners use Arabic language to explain, and reflect on the nature of language through comparing it against their own language.	
<p><b>Communities</b> (Sample Evidence)</p>	<b>School and Global Communities</b>	<b>Lifelong Learning</b>
	Learners use pictures of healthy and unhealthy American dishes and write captions describing the ingredients of these dishes.	Continuing learning and exploring more about other traditional Arabic dishes.
<b>Connections to Other Standards</b>		
<b>Toolbox</b>		
<b>Can Do Statements</b>		
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>- In my own culture and the Arabic culture, I can identify some traditional Arabic dishes and show how and why they are international such as Humos, Babagnoug, Kabab.</li> <li>- Locate and name on the map the <i>countries</i> where traditional Arab dishes (entree/side) are served/prepared.</li> </ul>	

	<p>موريتانيا/الإمارات العربية المتحدة/مصر/العراق/الجزائر/دولة قطر/السعودية الكويت/المغرب/سلطنة عمان/الأردن/البحرين /ليبيا/سودان/سوريا/تونس/لبنان/اليمن</p> <p>- Locate and name on the map the <i>name of the region</i> where traditional Arab dishes (entree/side) are served/prepared.</p> <p>شمال أفريقيا/الجزيرة العربية/الشام</p>		
<p><b>Presentational</b></p>	<p>- I can present nutritional ingredients of a traditional Arab dish of my choice in a short You-Tube video.</p> <p>- I can list in my presentation the criteria for a healthy/unhealthy dish using the following guidelines:</p> <table border="1" data-bbox="500 680 1409 842"> <tr> <td data-bbox="500 680 899 842"> <p>a. <b>Artificial ingredients</b> b. <b>Food coloring (s)</b> c. <b>Food preservative (s)</b></p> </td> <td data-bbox="899 680 1409 842"> <p>مكسبات طعم لون صناعي/ الوان صناعية مادة/مواد حافظة</p> </td> </tr> </table>	<p>a. <b>Artificial ingredients</b> b. <b>Food coloring (s)</b> c. <b>Food preservative (s)</b></p>	<p>مكسبات طعم لون صناعي/ الوان صناعية مادة/مواد حافظة</p>
<p>a. <b>Artificial ingredients</b> b. <b>Food coloring (s)</b> c. <b>Food preservative (s)</b></p>	<p>مكسبات طعم لون صناعي/ الوان صناعية مادة/مواد حافظة</p>		
<p><b>Interpersonal</b></p>	<p>In a short conversation I can:</p> <ul style="list-style-type: none"> <li>- express my opinion about what I like/don't like of traditional Arab dishes and/or side dishes and dishes from my community.</li> <li>- compare traditional Arab dishes and/or side dishes, versus what I have in my own culture.</li> <li>- use a colloquial phrase that Arab use after they finish their meal to each other, examples: بالهنا / بالعافية / بالصحة / الف عافية / الف صحة / صحتين</li> <li>- name the Arab <i>region</i> where traditional Arab dishes (entree/side) are served/prepared.</li> <li>- name the Arab <i>country</i> where traditional Arab dishes (entree/side) are served/prepared.</li> </ul>		
<p><b>Supporting Functions</b></p>	<p><b>Supporting Structures / Patterns</b></p>	<p><b>Priority Vocabulary</b></p>	
<p>Identifying the ingredients of some traditional Arab dishes</p>	<p>ما هي مكونات ال.....؟</p>	<p>الأطباق العربية / حمص طحينة / ثوم مفروم / بقدونس مفروم / توابل / ملح / كمون / ليمون / أنقع / الكبسه / مشوي / فتوش/</p>	
<p>Asking and responding to questions about some traditional Arab dishes</p>	<p>- ما رأيك في صحن ال.....؟</p>	<p>مقلي / صحن رنسي / صحن/ جانبي / لطيف / فظيع / لذيذ/ قاس / ناضجة - ناضج/ غير/ ناضجة - ناضج / بالهنا / بالعافية / بالصحة / الف عافية / الف صحة / صحتين</p>	
<p>Expressing own opinion about these dishes (like/dislike-healthy-unhealthy)</p>	<p>أحب/لا أحب أفضل/لا أفضل صحي/غير صحي مكسبات طعم مادة/مواد حافظة لون صناعي/ الوان صناعية</p>	<p>مقلي / صحن رنسي / صحن/ جانبي / لطيف / فظيع / لذيذ/ قاس / ناضجة - ناضج/ غير/ ناضجة - ناضج / بالهنا / بالعافية / بالصحة / الف عافية / الف صحة / صحتين</p>	

<b>Key Learning Activities/Formative Assessments</b> <i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>		
<b>Learning Activity/Formative Assessment</b> <i>(Sample activities are listed from the beginning to the end of the unit).</i>	<b>How does this activity support the unit goals or performance tasks?</b>	<b>Mode of Communication</b>
The teacher will provide reflection time at the end of the unit using think-pair-share activity for learners to answer the following questions:  - How did the healthy selections/choices of the Arabic dishes make you feel <i>(name these selections)</i> when compared to common dishes consumed by young people in your community?  - How did the unhealthy selections/choices make you feel?  - How can you connect how you felt to your daily habits?  - How do you feel about preparing food at home versus buying fast food or pre-cooked food from the market?	Goal 1- 6	Interpersonal
<b>Resources</b>	<b>Technology Integration</b>	
Access to the WWW Power Point	1. Voicethread.com 2. Video embedded in google. Doc 3. Youtube account	