

Appendix I: Blank Unit Template

Language and Level / Grade	Arabic/ L2/ 7th -8th Grade	Approximate Length of Unit	4 Weeks	
Performance Range	NH - IL	Approximate Number of Minutes Weekly	180 Minutes weekly	
Theme/Topic	Contemporary Life/ I am what I eat!			
Essential Question	<ul style="list-style-type: none"> • How does food influence a person’s health? • Why should we worry about what we eat in our daily life? • How is the breakfast meal in Arabic-speaking countries different from the one in the U.S? 			
Unit Goals				
<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"> 1. Ask and respond with some details about the importance of the nutritional value of food. 2. Analyze the six essential nutrients. 3. Interpret graphs that show recommendations for each serving. 4. Categorize their food into the six food groups 5. Describe the nutritional needs of every individual. 6. Ask and respond to what a healthy meal is. 7. Describe likes and dislikes in common foods. 8. Use cause and effect statements to describe the effects of certain foods. 9. Compare the breakfast meal in the Arabic-speaking countries with their own. 			
Summative Performance Assessment Tasks				
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. ⑩ The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks. ⑩ The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. ⑩ The tasks incorporate 21st Century Learning. 	Interpretive Mode			
	Read a recipe from the internet that contains an Arabic dish. then answer the guided questions to determine nutrition and facts in it.	Watch a cooking show in Arabic (Manal Alalam) and demonstrate an understanding (nutritional-facts, healthy/not healthy/Why)	Read various texts about famous dishes in Arabic-speaking countries and demonstrate an understanding of key details. (healthy/not healthy/why)	
	Presentational Mode		Interpersonal Mode	
	On Demand: In your school/class you have new classmates who are refugees from Syria. Create a multimedia presentation to your school’s principal suggesting a temporary menu for your school. Explain why you choose the food items on it and comment on the nutritional facts in your menu.		Your sports-coach asked you to prepare a healthy meal for your soccer team. You will decide only one of three choices with your classmate. You need only one dish to present in your final presentation., ask and answer questions to help you finalize your dish.	
Project: Using multimedia in your project, prepare and present a traditional dish of your origin country, then present it to class through a poster, advising		Share the main nutritional facts and the main ingredients in your dish with your classmates.		

	<p>the classmates to try it/not to try it. Comments about:</p> <ul style="list-style-type: none"> - Food categories in this traditional dish - Nutrition facts and the enough serving - Is this food healthy? unhealthy? why? why not? - The main ingredients in your dish 	
Lesson Sequence	<ul style="list-style-type: none"> - Day 1 “What is nutrition?” ما هي التغذية السليمة؟ In this lesson, the teacher will provide information about nutrition and the importance of nutrition to the body, <ul style="list-style-type: none"> - Can Do Statements: <ul style="list-style-type: none"> - I can define the nutritious and understand the benefits behind it . - I can ask and answer questions about the nutrition topic - Day 2 “The food pyramid” الهرم الغذائي In this lesson, the students will learn about the food pyramid and the importance of knowing the food categories to maintain a healthy lifestyle. <ul style="list-style-type: none"> - Can Do Statements: <ul style="list-style-type: none"> - I can identify the food items in the food groups. - I can ask and answer questions about the food pyramid - Day 3 “How to read food labels?” كيف تقرأ الملصق الغذائي In this lesson, the students will learn how to read food labels and will be able to analyze some food products . <ul style="list-style-type: none"> - Can Do Statements: <ul style="list-style-type: none"> - I can ask and respond to some simple questions about food-label infographic - Day 4 “How can i control my weight?” أنا ما أكل In this lesson, students will create a five day menu for their school lunch to prepare them to adapt to healthy eating habits. <ul style="list-style-type: none"> - Can Do Statements: <ul style="list-style-type: none"> - I can interact with a partner to decide whether today’s lunch was healthy or unhealthy and why 	
Standards		
Cultures (Sample Evidence)	Relating Cultural Practices and Products to Perspectives	
<i>Indicate the relationship between the product, practice, and perspective</i>	<p>Product: Breakfast meal Practice: Eating before going to school in one table (in one dish) Perspective: All family eats together</p> <p>Product: Fava Beans (Foul) Practice: To be eaten for breakfast in a daily basis Perspective: Low-cost food that all people can afford!</p>	
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	Health Connections: Health compare recommendations for health and wellness.	
Comparisons	Language Comparisons	Cultural Comparisons

(Sample Evidence)			
	<p>English Vocabulary Vocabulary related to food that was driven from the Arabic language.</p> <ul style="list-style-type: none"> - Sugar/ سكر Lemon/ ليمون Artichoke/ أرض شوكي Saffron/ زعفران - Cup/ كوب Spinach/ سبانخ - Candy/ قندي Syrup/ شراب - Caraway/ كراوية Tahini/ طحينة - Carob/ خروب Tuna/ تونة - Tangerine/ برتقال من طنجة - Coffee/ قهوة 	<ul style="list-style-type: none"> - Breakfast Items in the U.S. and in Arabic-speaking countries. - Reading the food labels in the U.S. and in Arabic-speaking countries. 	
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning	
	Share the information learned about the food pyramid and the food categories, what healthy food is and what is not with different classes with other students and teachers, or with people in the community: Parents, friends and family members.	Making healthy choices for a long life. Making healthy choices for the eating habit.	
Connections to Other Standards			
Toolbox			
Can Do Statements			
Interpretive	<p>I can identify the food items in the food groups. I can identify the topic in a short video clip I can understand someone's simple description about their favorite food. I can follow simple cooking directions on a Youtube video</p>		
Presentational	<p>I can write information about my daily food menu for the last 5 days. I can give some details about my favorite food I can give a presentation recommending a healthy meal I like. I can state multi-steps instructions for preparing a healthy meal. I can recommend some healthy dishes to others stating the reasons to try it.</p>		
Interpersonal	<p>I can ask and answer questions about the food pyramid I can ask and respond to some simple questions about food-label infographics I can interact with a partner to decide whether today's lunch was healthy or unhealthy and why I can exchange information (text/email) about healthy meals I eat on the weekend</p>		
	Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
	- Discuss: the food in each food category.	في مجموعة (X و X) (X)	<p>الطعام الصحي- الهرم الغذائي- مجموعة الطعام، صحيّ - غير صحي - فيتامينات، معادن- الألياف - البروتينات - الحديد - أمراض القلب- مرض السكري- مرض ضغط الدم- السمّنة - التغذية السليمة - الملصق الغذائي- السعرات الحرارية أسماء الطعام- كالسيوم - تسبب- نقص</p>
	- Describe: the food pyramid	في الهرم الغذائي ست مجموعات	
	- Use: Present tense to write about food items in each food category.	تتكون مجموعة X من X و X	
	- Questions words (why, how much, how?)	ما هو الطعام الصحي؟ لماذا؟ كم عدد السعرات الحرارية في...؟ نقص X يسبب X السمّنة تسبب X	

Key Learning Activities/Formative Assessments		
<i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>		
Learning Activity/Formative Assessment (Sample activities are listed from the beginning to the end of the unit).	How does this activity support the unit goals or performance tasks?	Mode of Communication
Food Journal Menu Chart	Students will keep a food journal for 5 days. They will categorize the food according to the food pyramid lesson. In pairs, they will discuss if the food is healthy/not healthy. (Breakfast or dinner)	Interpersonal Communication
Reading Labels	Students will be looking at photos or watching videos, about a food product, read the instructions then answer the questions about these instructions (guided questions)	Interpretive Communication
Photos and videos	After looking at various photos/watching videos, students will inform/tell classmates the food items that they think it is better for their health/why/why not.	Presentational Communication
Resources	Technology Integration	
1. What is nutrition? التغذية السليمة/ إعلان عن بيبسي	You-Tube Video Clip	
2. Nutrition/Facts أساسيات التغذية / جوجل	Google Page	
3 What are food elements? العناصر الغذائية	You-Tube Video clip	
4. Food Pyramid الهرم الغذائي/ إعداد المعلمة	MS-Office (Powerpoint)	
5. التغذية السليمة/ كيف تأكل	MS-Office (Powerpoint)	
6. KWL-Chart	MS-Office (word)	
7. Food label (authentic text) كيف تقرأ الملصق الغذائي؟	Google images	
8- Nesquik photo صور نسكويك العربية والإنجليزية	Google-Infographic	
9- Manners of eating آداب الطعام	You-Tube Video Clip	
10. Arabic breakfast meal Vs. American breakfast وجبة الفطور في الدول العربية ووجبة الفطور في أمريكا	MS-Office (Powerpoint)	
11. Teacher worksheet أوراق عمل للوحدة	MS-Office (word)	
12. Food Recipe “ بسمتي ”	You-Tube Video Clip	