

This programming is supported by a grant from the US Department of Education.

The Essential Question of this unit is “What is Ramadan and how is fasting viewed as a ritual and religious practice in different parts of the world?”.

Conversations will include more culture, and scientific knowledge, bringing both Arabic language, culture, fasting and science together in a way which deepens understanding and engages students in their learning.

Students will consider the following questions: How can science help you to practice fasting?

How can we, as a learning community, help others understand and be aware of these connections and the perspectives of other cultures religions in our own country and beyond?

In addition to connecting with the science teacher to make interdisciplinary connections, students will be watching and working with students in an Arabic-speaking country to discover and interact with others to gain new knowledge about fasting and Ramadan.

All resources included in the unit are hyperlinked.

Language and Level / Grade	Arabic 9 th -12 th grade	Approximate Length of Unit	3 weeks
Performance Range	Intermediate Mid-Intermediate High	Approximate Number of Minutes Weekly	40 min x 5=200 min
Theme/Topic	Life Practice/ Ramadan رَمَضَانَ		
Essential Question	How is fasting viewed as a ritual and religious aspects in different parts of the world?		
Social Justice Standards	<p>Identity 4: I express pride and confidence in my identity without perceiving or treating anyone else as inferior.</p> <p>Identity 5: I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.</p> <p>Diversity #6: I interact comfortably and respectfully with all people, whether they are similar to or different from me</p> <p>Diversity #8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p>		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> * Describe the month of Ramadan and understand descriptions of cultural symbols, practices and perspectives of the month of Ramadan. * Ask and answer questions about the month of Ramadan. * Compare the month of Ramadan among different countries in the Middle East. * Compare Ramadan in the US and the Arab World * Compare fasting in different ritual and religious environments around the world. 		

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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		
	Watch the video about What is Ramadan? All about Ramadan	View images and read about Ramadan traditions in different countries and complete the comprehension guide.	Read about Ramadan and the practice of fasting Watch the VIDEO on interfaith explanations of fasting
	Presentational Mode		Interpersonal Mode
	<p>Polish: Work with a partner to design a multimedia presentation or a trifold poster presentation to teach others about the Ramadan Month in one Arabic speaking country and explain what they do to celebrate the month.</p> <p>Using research about food during Ramadan within that country, explain the traditions they celebrate the month and other rituals they practice. This presentation will help other students be reflective about health fasting.</p> <p>Create a presentation describing Ramadan in the Middle East and how it's different from one country to another.</p> <p>For your presentation, you can use VoiceThread, PowerPoint, or another technology tool that you like. Provide pictures of Ramadan celebration.</p>		<p>Small Group Conversation: Each student will share their poster presentation in a small group. The other group members ask questions and will use the jigsaw to write the facts that they learned. After presenting, the groups will then discuss the different perspectives of the target cultures, what makes the Ramadan month unique in each country, and make reflections about what they notice about each country.</p>
<p>On Demand: Using flip grid, Vocaroo, Record a 3 minute reflection about the poster presentations, reflecting on the diverse perspectives and traditions presented in each country.</p>			

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	<p>Write your reflections about what is the different in each Muslim country and other Arabic-speaking countries around the world.</p> <p>Base your comparisons in the research you have done and have learned from the presentations.</p>	
Standards		
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	Relating Cultural Practices and Products to Perspectives	
	<p>Product: Decorations / Food & Dessert types for the month of Ramadan Practice: Family & Friends Invitations / fasting / Sohoor meal / Cannon of the month of Ramadan Perspective: Fasting from a religion prospective - Good deed - Charity</p>	
<p>Connections (Sample Evidence)</p>	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	Science / Social studies	Benefits of fasting in Science – Muslim World Arab World, and The Middle East on the map
<p>Comparisons (Sample Evidence)</p>	Language Comparisons	Cultural Comparisons
	Different regions and different countries celebrating the month of Ramadan	Comparing FASTING in the Middle East to other types fasting in the USA / the world.
<p>Communities (Sample Evidence)</p>	School and Global Communities	Lifelong Learning
	Create a “Language Café” event and talk about fasting from different religious and ritual prospective.	Continuing to educate learners and encourage them to learn about the types of fasting in many countries around the world, and the impact of the cultural aspects and the environment on the way to observe the month of Ramadan and fasting.
<p>Connections to Other Standards</p>	<p>When we analyze our theme, it will act as a window that allows us to look out and into the world, and then we can make connection with our idea.</p> <p>Social Justice Standards: Identity 4: I express pride and confidence in my identity without perceiving or treating anyone else as inferior. Identity 5: I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.</p>	

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	<p>Diversity #6: I interact comfortably and respectfully with all people, whether they are similar to or different from me</p> <p>Diversity #8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p>	
Toolbox		
Can Do Statements		
Interpretive	<p>I can identify which type of fasting is Ramadan.</p> <p>I can understand people's descriptions of the month of Ramadan.</p> <p>I can better understand the special characteristics of the month of Ramadan in the Middle East and Ramadan in the US.</p> <p>I can read and understand description about Ramadan Types of food.</p> <p>I can read and understand why Ramadan is different from Muslim country to another.</p>	
Presentational	<p>I can present and describe each type of fasting.</p> <p>I can describe the month of Ramadan.</p> <p>I can describe countries that observe the month.</p> <p>I can name items of food and drinks in Ramadan.</p> <p>I can name the important places in the month of Ramadan.</p>	
Interpersonal	<p>I can ask and answer questions about What is fasting? What is Ramadan?</p> <p>I can exchange information about some food dishes in Ramadan.</p> <p>I can ask and answer questions about location of the Muslim world.</p> <p>I can talk about how Ramadan is differing from one place to another and why?</p>	
	Supporting Functions	Supporting Structures / Patterns
	<p>*Expressing an opinion: I can talk about advantages and disadvantages of fasting.</p> <p>*Describing: Describe Ramadan</p> <p>Identifying & Listing: Identify and list items of food, drinks and decorations that you will find it only in Ramadan.</p> <p>*Explaining: explain about the purpose of the month Ramadan.</p>	<p>Questions:</p> <p>أين Where ؟ هل Is ؟ كم How many ؟ لماذا Why ؟</p>
		<p>Negation: أفضل- لا أفضل</p> <p>أحب - لا أحب أظن - لا أظن أستطيع - لا أستطيع</p>
		<p>Adjectives:</p> <p>واسع/ واسعة مضيئ/ مضيئة جديد/ جديدة قريب/ قريبة من منطقتي هادئة/ مزدهمة</p>
		<p>Preposition:</p>
		Priority Vocabulary
		<p>– الزينة على (بناية – عمارة – بيت – خارج البيوت والمحلات – داخل البيوت – – الأبواب – التوافذ) – زينة رمضان في الشوارع- في مدخل البيوت – المناقصة لأحسن شارع مليء بزينة رمضان / أو حي – الزينة على الدكاكين- وفي كل مكان .</p> <p>شهر الصيام – رمضان مبارك – أهلاً رمضان – صلاة التراويح – طعام الفطور</p> <p>طعام السحور – الصيام في المسيحية / اليهودية</p> <p>العبادات - يصوم / الصوم – يبطر / فطور- يأكل السحر – يصلي – زكاة</p>

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	في - على - من - إلى - بجانب - خلف - أمام - وسط	
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Weekly Lessons Plan (first week)

Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	<p>" types of fasting أنواع الصيام" I will give my students main information about types of fasting. Why?</p> <p>Fasting Around the World. Read: Fasting Around the World - Cultural Awareness International</p> <p>Muslims while Fasting. Watch: Effects of fasting on human body in Ramadan - YouTube https://youtu.be/D8wfErpkmSI</p> <p>General: Watch Science and Fasting:</p>	<p>*I can name types of fasting</p> <p>*I can ask and answer question about each type.</p> <p>*I can write some benefits of fasting.</p>	<p>في صيام الزيت , صيام يوم كبير صيام رمضان يوم طويل/ يوم قصير</p>	<p>هل تفضل الصوم عن الطعام ام الكلام أم الماء؟</p>	<p>The learners will start by “I see, I think, I wonder” Looking at the types of fasting and in which faith & part of the world that is happening.</p>

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	https://youtu.be/hYxDuTfrP2Q The Effects of Fasting on Infections - Bing video				
Day2	<p>Review with previous lesson. *Description of each type of fasting</p> <p>In this lesson I can locate Muslim populations & Countries that observe the month of Ramadan</p>	<p>*I can describe details about each type *I can ask and answer what kind of الصيام would you think it's easier / bearable prefer</p>	<p>رمضان – صيام خفيف / سهل صيام صعب – صيام الزيت – صيام الأقباط</p>	<p>متى الأيام التي يصوم الناس في مختلف الديانات؟ أين ومتى يكون شهر رمضان؟</p>	<p>*Explain the features of each type trying to include all students according to their diversity of cultural and backgrounds, mention of the cultural affecting on each type *.Provide pictures showing each picture as one type of practice.</p>
Day 3	<p>*Review with previous lesson *let us take a trip inside a house in Ramadan” دعنا نأخذ في شهر رمضان رحلة داخل بيت</p> <p>In this lesson we will start to see each member inside the home representing a gathering in Ramadan Watch: https://vimeo.com/70927545 Street Decorations</p>	<p>I can talk about how يحتفل الناس people celebrate /welcome Ramadan and gather for food. How people get ready for Ramadan</p>	<p>فانوس رمضان – هلال – سحور- تراويح – تمر – قمر الدين – شوربة – كنافة - قطايف - مدفع رمضان</p>	<p>لماذا؟ Why Ramadan decoration? /lantern? / cannon? Musahharatiyy مُسَحَّرَاتِي</p>	<p>*Prepare Video/ pictures for mosque/house/ streets each place and then name what is happening in it. *I will choose any picture / scenes and ask them to name items on it.</p>

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	<p>Suhur:</p> <p>المسخراتي القديم</p> <p>المسخراتي الحديث</p> <p>فوائد السُّحُور https://youtu.be/tWswQ5esBDs</p> <p>كيف تُحافظ على الصحة في رمضان؟</p>				
Day 4	<p>*Review with previous lesson</p> <p>In this lesson we will describe the month of Ramadan in different countries and Around the world. The way they welcome the month. Read: Food/drinks/ and mosques Watch Kunafa cups and Kunafa with cream</p>	<p>I can describe the pictures of Ramadan in different countries</p>	<p>إفطار Food- زينة رمضان decoration مسجد Mosque – صلاة – prayer – صدقة Charity العزائم Guests</p>	<p>كَيْفَ؟</p> <p>How Ramadan is different from one country to another and why?</p>	<p>Prepare words related to the topic of “Ramadan” (including: food, drinks, places, hosting guests/).</p>
Day 5	<p>General review for the students:</p> <p>Ramadan Tradition in different countries</p>	<p>I can describe and talk about the practice and العادات في رمضان</p> <p>The ritual aspects for the month of Ramadan</p>	<p>Try to write the previous vocabulary</p>	<p>Select many contrasting Ramadan images / postcards. Allow students to generate as much Arabic language about each image as possible. Generate questions that they might ask about the images.</p>	



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Resources	
<p>Incorporated Social Justice Standards into the unit.</p> <p>Use Harvard's Project Zero Thinking Strategy "I see, I think, I wonder"</p> <p>BU Wheelock Student Work Website: https://sites.bu.edu/wleducation/student-work-2/</p> <p>Webinar on the Interactive Model: https://youtu.be/ttTxwmmjl0</p>	