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

**Unit Title: Food Sustainability**  
**Designed by: Nijmeh Zayed, nzayed2@gmu.edu**

<table>
<thead>
<tr>
<th>Language and Level / Grade</th>
<th>Arabic Language Grades 11-12</th>
<th>Approximate Length of Unit</th>
<th>3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Range</td>
<td>Intermediate to Advanced (heritage speakers) level</td>
<td>Approximate Number of Minutes Weekly</td>
<td>50 min per session- 300 minutes</td>
</tr>
</tbody>
</table>

**Theme/Topic: Food Sustainability**

**Essential Questions:**
- Why is food sustainability important?
- How can we improve our global food system?
- What environmental issues currently present challenges to the world?
- How can young people tackle environmental and social challenges?
  - How can the choices you make about what you eat impact the environment?
- How could we grow more food with less land?
- How can you reduce food waste in your home, school or community?

**Social Justice Standards:**
1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will recognize unfairness on the individual level (e.g. biased speech) and injustice at the institutional or systemic level (e.g. discrimination).
3. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by these dynamics.

Include any social justice standards that are relevant to the lesson from Learning for Justice, which can be found at [https://www.learningforjustice.org/frameworks/social-justice-standards](https://www.learningforjustice.org/frameworks/social-justice-standards)

**Unit Goals**

**Learners will be able to:**
- Articulate the concept of zero hunger and food waste.
- Analyze how their school contributes to food waste or food sustainability.
- Understand how their personal actions can have an impact.
- Identify topics related to sustainability in current events.
- Determine the three Pillars of sustainability.
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<table>
<thead>
<tr>
<th>Interpretive Mode</th>
<th>Presentational Mode</th>
<th>Interpersonal Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will watch (2) short videos about food sustainability to be familiar with basic ideas in sustainability.</td>
<td>Students will read (2-3) articles about food sustainability to go in depth to understand this issue.</td>
<td>Reading &amp; Listening comprehension.</td>
</tr>
<tr>
<td><strong>Polished/Pre-prepared:</strong></td>
<td><strong>Summative Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>- Learners will give oral presentations that relate to the topic (10-15 minutes):</td>
<td>- Debate: Read [2-3] articles and watch at least [2] videos to prepare for the debate: <strong>Modern food is killing us!!!</strong></td>
<td></td>
</tr>
<tr>
<td>- Have students prepare a speech to their classmates about sustainable food practices, food production, or eating habits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Have students prepare a speech to their community members: <strong>Why is food sustainability important?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- These tasks allow learners to demonstrate how well they have met the goals of the unit.
- The tasks follow the format of the IPA, but are integrated throughout the unit.
- The template encourages multiple Interpretive tasks.
- The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.
- The tasks incorporate 21st Century Learning.

**Summative Performance Assessment Tasks**

- Read a text or listen to a recording for comprehension.
- Generate ideas to be used in speaking and writing skills.
- Sort the ideas into a logical order.
- Communicate clearly and effectively for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and inter-cultural contexts.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyze and reflect within the context of presentation and conversation.
- Write a leading report.
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<table>
<thead>
<tr>
<th>Writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learners will write a leading report on: How a sustainable food system promotes food and nutrition for all.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On Demand:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For speaking activity:</strong></td>
</tr>
<tr>
<td>- Learners will be very prepared and well organized.</td>
</tr>
<tr>
<td>- Speak very clearly and very easy to understand.</td>
</tr>
<tr>
<td>- Show excellent understanding of the topic.</td>
</tr>
<tr>
<td>- Show great enthusiasm for the topic.</td>
</tr>
<tr>
<td>- Make good eye contact with the audience.</td>
</tr>
<tr>
<td><strong>For writing activity:</strong></td>
</tr>
<tr>
<td>- Plan, draft, revise, and redraft.</td>
</tr>
<tr>
<td>- Write between 250-400 words.</td>
</tr>
</tbody>
</table>

## Standards

### Relating Cultural Practices and Products to Perspectives

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

- Earth’s development - إعمار الأرض
- Food recycling: The concept of food recycling is very important; "You bring the living out of the dead" - يخرج الحي من الهميت
- "You bring the dead out of the living’ - ويخرج الميت من الحي
- Everyone should do their best to the cycle going for this generation and the coming generation, God willing.
- Show honor to the precious food for the blessing of food departs - إكرام النعمه

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<table>
<thead>
<tr>
<th>Connections</th>
<th>Making Connections to Other Disciplines</th>
<th>Acquiring Information and Diverse Viewpoints</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Sample Evidence)</td>
<td>Science, Math, Health, Social Studies</td>
<td>Learners will make connections with STEM subjects to learn about food agriculture and health impacts. Connecting with social studies to use the world map to locate the countries that waste the most food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparisons</th>
<th>Language Comparisons</th>
<th>Cultural Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Sample Evidence)</td>
<td>Learners will write on academic, specialized, and general topics. They will express experiences and events using different tenses and using connected and organized paragraphs.</td>
<td>Learners will recognize similarities and differences between Arab culture and western culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communities</th>
<th>School and Global Communities</th>
<th>Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Sample Evidence)</td>
<td>Slide presentations (Summative assessment for presentational communication) can be shared with Arabic classes at other schools.</td>
<td>The future is in our hands, let’s take a stand to preserve the land. Let’s team up to save our planet! Be a good citizen!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to Other Standards</th>
<th>Identity 5.1 Recognize the lifestyle and be proud to express my identity that I am encouraging sustainable food practices.</th>
</tr>
</thead>
</table>

**Toolbox**

**Can Do Statements**

**Interpretive**
- The Learners will listen to the news, watch videos, and read articles to find new ideas and to improve their understanding about food sustainability.

**Presentational**
- The learners planned very well for their presentation and got feedback from the teachers and the peers. They must engage the audience and keep them interested!
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- Involve the audience as much as possible and use different modes of communication.
- For the debate: this may be the first time students participate in a debate about this important topic. In preparing, students should build a solid understanding of the topic and be familiar with the relevant evidence and arguments.

**Interpersonal**

- The Learner can exchange information with his/her partner/group about food sustainability and the three pillars: social, culture and economic.
- Discuss the area of research that seeks to understand how sustainable food systems can solve current problems.
- Understand how to motivate people.

**Supporting Functions**

<table>
<thead>
<tr>
<th><em>Expressing an opinion:</em></th>
<th>Questions:</th>
<th>Priority Vocabulary</th>
</tr>
</thead>
</table>

| *Describing:* | | |
| *Identifying & Listing:* | | |
| *Explaining:* | Negation: | لا أريد – لم يتحقق – لن أستطيع |

**Adjectives:**


**Preposition:**

- من الجوع – بانتشار – في الازدهاد – ببطء – في عام
### Weekly Lessons Plan (first week)

<table>
<thead>
<tr>
<th>Days</th>
<th>Topics</th>
<th>Can do statements</th>
<th>Priority vocabulary</th>
<th>Supporting structures</th>
<th>Learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td><strong>Food Sustainability</strong></td>
<td></td>
<td></td>
<td></td>
<td>Group the students to work together.</td>
</tr>
<tr>
<td></td>
<td>Prior knowledge:</td>
<td></td>
<td></td>
<td></td>
<td>With a partner, use the dictionary and look for the meaning of the new vocabulary.</td>
</tr>
<tr>
<td></td>
<td>What does food sustainability mean?</td>
<td></td>
<td></td>
<td></td>
<td>Share with other students, teach them, and let them teach you.</td>
</tr>
<tr>
<td></td>
<td>Students will watch this short video:</td>
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<td></td>
<td></td>
<td>Once students have a good grasp of vocabulary and expressions, they can start classifying</td>
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<tr>
<td></td>
<td>نسب هدر الطعام في دول العالم - YouTube</td>
<td></td>
<td></td>
<td></td>
<td>the reasons behind this problem and looking for the solutions.</td>
</tr>
<tr>
<td></td>
<td>هدر الطعام مشكلة عالمية: ما هي أكثر الدول العربية هدرًا للطعام؟ (annajah.net)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Students will read this article:</td>
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<td></td>
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<td></td>
<td>الهدف 2 - القضاء على الجوع وتوفر الأمن الغذائي والزراعة المستدامة - التغذية المحسنة وتعزيز الزراعة المستدامة - التمثيلية المستدامة (un.org)</td>
<td></td>
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<td></td>
<td>Students can learn about the increasing</td>
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<td>number of poor and hungry people around</td>
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<td></td>
<td>the world and the importance of providing</td>
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<tr>
<td></td>
<td>food sustainability.</td>
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<tr>
<td></td>
<td>Locate on the Arab World Map to name</td>
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<td></td>
<td>Arab countries that waste the most food.</td>
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<td></td>
<td>Students will design flyers and brochures</td>
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<td></td>
<td>to spread awareness.</td>
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<tr>
<td>Day 2</td>
<td><strong>Food Waste</strong></td>
<td></td>
<td></td>
<td></td>
<td>Be a good citizen.</td>
</tr>
<tr>
<td></td>
<td>Review the information that the students</td>
<td></td>
<td></td>
<td></td>
<td>Students start their discussions in small groups then share all these solutions as an entire class.</td>
</tr>
<tr>
<td></td>
<td>studied about food sustainability.</td>
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<td></td>
<td><strong>Before listening:</strong></td>
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<td></td>
<td>What do you know about food waste?</td>
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<td>Watch this video at</td>
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<td></td>
<td>The waste of food is more than 750</td>
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<td>billion dollars. This is enough to feed</td>
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<td></td>
<td>32 countries. Students will discuss</td>
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<td>different ideas for dealing</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Day 3</th>
<th>Waste Food &amp; The recycling</th>
<th>Raising Awareness and food waste begins at school, Environment Awareness Liquid compost</th>
<th>Donate food to people in need Charity Organizations Mabarat- Al-Ihsan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review the information that the students studied. Great invention Food Cycler that transforms food into compost. إكرام النعمة وظاهرة هدر الطعام في العالم العربي وخاصة في الحفلات والأعياد</td>
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</table>

Raising Awareness and food waste begins at school, Environment Awareness Liquid compost

Donate food to people in need Charity Organizations Mabarat- Al-Ihsan

Curriculum is not just theory
Discuss the Sharjah Environment Awareness Award From Garbage to Garden!
The concept of food recycling is very important. What’s our role? Keep the cycle going for this generation and the coming generations, God willing. What do you think? Buffets are one of the biggest examples of not preserving blessings. What happens to all this food if the people don’t eat it? "وكلوا واشربو ولا تسروما إن الله لا يحب المسروبين" Marmar Restaurant will issue a fine to

Write your notes and be ready to discuss in the class.

with excess food from our houses.

home 2 times: خواطر 11 | الأكل المهدر - الحلقة 12 ( كاملة)

YouTube

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<table>
<thead>
<tr>
<th>Day 4</th>
<th>Preparations for the final project</th>
<th>Students will read more articles, watch videos and collect the logical evidences to support their opinions.</th>
<th>Students should be ready for their summative speaking and writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Debate:</strong> Modern food is killing us!!!</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Drafting the report</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td>Presentation</td>
<td>Students can speak in depth 10-15 minutes</td>
<td>Summative Assessment</td>
</tr>
<tr>
<td></td>
<td>The final product</td>
<td>Students can write a leading report 250-400 words</td>
<td>Divide the class into 2 groups. The students will listen to the teacher’s instruction to begin the debate</td>
</tr>
<tr>
<td></td>
<td>Speaking &amp; Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Resources

- [الهدف 2 - القضاء على الجوع وتوفر الأمن الغذائي والتغذية المحكسة وتعزيز الزراعة المستدامة - التنمية المستدامة](un.org)

- [https://www.annajah.net/%D9%87%D8%AF%D8%B1-%D8%A7%D9%84%D8%B7%D8%B9%D8%A7%D9%85-%D9%85%D8%B4%D9%83%D9%84%D8%](https://www.annajah.net/%D9%87%D8%AF%D8%B1-%D8%A7%D9%84%D8%B7%D8%B9%D8%A7%D9%85-%D9%85%D8%B4%D9%83%D9%84%D8%)

- [https://arabi21.com/story/1344646/40-%D9%85%D9%84%D9%8A%D9%88%D9%86-%D8%B7%D9%86-%D9%87%D8%AF%D8%B1-%D8%A7%D9%84%D8%B7%D8%B9%D8%A7%D9%85-%D9%81%D9%8A-%D8%A7%D9%84%D8%AF%D9%88%D9%84-%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A5%D9%86%D9%81%D9%88%D8%BA%D8%B1%D8%A7%D9%81](https://arabi21.com/story/1344646/40-%D9%85%D9%84%D9%8A%D9%88%D9%86-%D8%B7%D9%86-%D9%87%D8%AF%D8%B1-%D8%A7%D9%84%D8%B7%D8%B9%D8%A7%D9%85-%D9%81%D9%8A-%D8%A7%D9%84%D8%AF%D9%88%D9%84-%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A5%D9%86%D9%81%D9%88%D8%BA%D8%B1%D8%A7%D9%81)
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https://www.bbc.com/arabic/middleeast-48399684

١١ - نسب هدر الطعام في دول العالم - YouTube

(خواطر الأكل المهدرين - الحلقة 12) - YouTube

Savola World - YouTube