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Unit Title: Food Sustainability

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Language and Level / Grade	Arabic Language Grades 11-12	Approximate Length of Unit	3 weeks
Performance Range	Intermediate to Advanced (heritage speakers) level	Approximate Number of Minutes Weekly	50 min per session- 300 minutes
Theme/Topic	Food Sustainability		
Essential Question	<ul style="list-style-type: none"> ● 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	<ol style="list-style-type: none"> 1. <i>Students will develop positive social identities based on their membership in multiple groups in society.</i> 2. <i>Students will recognize unfairness on the individual level(e.g.bised speech)and injustice at the institutional or systemic level(e.g.discrimination)</i> 3. <i>Students will recognize that power and privilege influence relationships on interpersonal, Intergroup and institutional levels and consider how they have been affected by those dynamics.</i> <p><i>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</i></p>		
Unit Goals			
<i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> - 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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	<ul style="list-style-type: none"> - 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. 			
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. • 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. 	Interpretive Mode			
	Students will watch (2) short videos about food sustainability to be familiar with basic ideas in sustainability.	Students will read (2-3) articles about food sustainability to go in depth to understand this issue.	Reading & Listening comprehension.	
	Presentational Mode		Interpersonal Mode	
	<p>Polished/Pre-prepared:</p> <ul style="list-style-type: none"> - Learners will give oral presentations that relate to the topic (10- 15 minutes): - Have students prepare a speech to their classmates about sustainable food practices, food production, or eating habits. - Have students prepare a speech to their community members: <i>Why is food sustainability important?</i> <p>Summative Assessment:</p> <ul style="list-style-type: none"> - Debate: Read [2-3] articles and watch at least [2] videos to prepare for the debate: Modern food is killing us!!! 		After student pairs/groups have had time to read their article together, they have to discuss the ideas then they should create a list of the impacts they identify.	

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	<p>Writing:</p> <ul style="list-style-type: none"> - Learners will write a leading report on: How a sustainable food system promotes food and nutrition for all. 	
	<p>On Demand:</p> <p>For speaking activity:</p> <ul style="list-style-type: none"> - Learners will be very prepared and well organized. - Speak very clearly and very easy to understand. - Show excellent understanding of the topic. - Show great enthusiasm for the topic. - Make good eye contact with the audience. <p>For writing activity:</p> <ul style="list-style-type: none"> - Plan, draft, revise, and redraft. - Write between 250- 400 words. 	
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>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.</p> <p>Earth's development- إعمار الأرض</p> <p>Food recycling: The concept of food recycling is very important; " – يخرج الحي من الميت – and you bring the living out of the dead"</p> <p>“ – ويخرج الميت من الحي”</p> <p>Everyone should do their best to the cycle going for this generation and the coming generation, God willing.</p> <p>Show honor to the precious food for the blessing of food departs- إكرام النعمة</p>	

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	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
Connections (Sample Evidence)	Science Math Health Social Studies	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.
	Language Comparisons	Cultural Comparisons
Comparisons (Sample Evidence)	Learners will write on academic, specialized, and general topics. They will express experiences and events using different tenses and using connected and organized paragraphs.	Learners will recognize similarities and differences between Arab culture and western culture.
	School and Global Communities	Lifelong Learning
Communities (Sample Evidence)	Slide presentations (Summative assessment for presentational communication) can be shared with Arabic classes at other schools.	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!
Connections to Other Standards	Identity 5.1 Recognize the lifestyle and be proud to express my identity that I am encouraging sustainable food practices.	
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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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	Supporting Structures / Patterns	Priority Vocabulary
<p>*Expressing an opinion:</p> <p>*Describing:</p> <p>*Identifying & Listing:</p> <p>*Explaining:</p>	<p>Questions:</p> <ul style="list-style-type: none"> - ما أهداف التنمية المستدامة؟ - كيف يتم توفير التغذية المحسنة وتعزيز الزراعة المستدامة؟ - هل من الممكن القضاء على الجوع؟ كيف؟ <p>Negation:</p> <p>لا أريد - لم يتحقق - لن أستطيع</p> <p>Adjectives:</p> <p>الانخفاض المطرد - الجوع الحاد - الكساد الاقتصادي - الغذاء العالمي - تغيير عميق - الإنتاج الزراعي - الإنتاج الغذائي المستدام - أمان حاسمان</p> <p>Preposition:</p> <p>من الجوع - بانتشار - في الازدياد - ببطء - في عام</p>	<p>التنمية المستدامة - الأمن الغذائي - عقود - المطرد - نقص التغذية - الكساد الاقتصادي - جائحة كوفيد 19 - الإغاثة - الإنتاج الغذائي المستدام - حاسم - مجاعة - الإنتاج الغذائي المستدام - شريان حياة - تدابير - فورية - ضمان - سلاسل الإمدادات - الصدمات الكبيرة - التوريد - مكافحة - انعدام الأمن الغذائي - البلدان النامية - الأسر الريفية - كفاية</p>

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Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	<p>Food Sustainability Prior knowledge: What does food sustainability mean? Students will watch this short video: نسب هدر الطعام في دول العالم - YouTube</p> <p>هدر الطعام مشكلة عالمية: ما هي أكثر الدول العربية هدراً للطعام؟ (annajah.net)</p> <p>Students will read this article: الهدف 2 - القضاء على الجوع وتوفير الأمن الغذائي والتغذية المحسنة وتعزيز الزراعة المستدامة - التنمية المستدامة (un.org)</p>	<p>Students can learn about the increasing number of poor and hungry people around the world and the importance of providing food sustainability.</p> <p>Locate on the Arab World Map to name the Arab countries that waste the most food.</p> <p>Students will design flyers and brochures to spread awareness.</p>	<p>التنمية المستدامة - الأمن الغذائي - عقود - المطرد - نقص - التغذية - الكساد - الاقتصادي - جائحة - كوفيد 19 - الإغاثة - الإنتاج الغذائي - المستدام - حاسم - مجاعة - الإنتاج الغذائي - شريان حياة - تدابير - فورية - ضمان - سلاسل الإمدادات - الصدمات الكبيرة - التوريد - مكافحة - انعدام الأمن الغذائي - البلدان النامية - الأسر الريفية - كفاءة</p>	Group the students to work together.	<p>With a partner, use the dictionary and look for the meaning of the new vocabulary. Share with other students, teach them, and let them teach you.</p> <p>Once students have a good grasp of vocabulary and expressions, they can start classifying the reasons behind this problem and looking for the solutions.</p>
Day 2	<p>Food Waste</p> <p>Review the information that the students studied about food sustainability.</p> <p>Before listening: What do you know about food waste ? Watch this video at</p>	<p>The waste of food is more than 750 billion dollars. This is enough to feed 32 countries.</p> <p>Students will discuss different ideas for dealing</p>			<p>Be a good citizen.</p> <p>Students start their discussions in small groups then share all these solutions as an entire class.</p>

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	<p>home 2 times: خواتر 11 الأكل المهدر - (الحلقة 12 كاملة) - YouTube Write your notes and be ready to discuss in the class.</p>	<p>with excess food from our houses.</p>			
<p>Day 3</p>	<p>Waste Food & The recycling</p> <p>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</p>	<p>Raising Awareness and food waste begins at school, Environment Awareness Liquid compost</p> <p>Donate food to people in need Charity Organizations Mabarar- Al-Ihsan</p>			<p>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 واشربوا ولا تسرفوا إن الله لا يحب المسرفين Marmar Restaurant will issue a fine to</p>

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					every customer who doesn't finish the meal.
Day 4	Preparations for the final project Debate : Modern food is killing us!!! Drafting the report	Students will read more articles, watch videos and collect the logical evidences to support their opinions.			Students should be ready for their summative speaking and writing.
Day 5	Presentation The final product Speaking & Writing	Students can speak in depth 10-15 minutes Students can write a leading report 250-400 words			Summative Assessment Divide the class into 2 groups. The students will listen to the teacher's instruction to begin the debate

Resources	
<p>الهدف 2 - القضاء على الجوع وتوفير الأمن الغذائي والتغذية المحسنة وتعزيز الزراعة المستدامة - التنمية المستدامة (un.org)</p> <p>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%</p> <p>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</p>	

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<p>https://www.bbc.com/arabic/middleeast-48399684</p> <p>نسيب هدر الطعام في دول العالم - YouTube</p> <p>(خواتم 11 الأكل المهدر - الحلقة 12) كاملة - YouTube</p> <p>Savola World - YouTube</p>	
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