

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

Unit Title: Food Sustainability and Sustainable Development

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Language and Level / Grade	Arabic Language Grades 9-14	Approximate Length of Unit	8 hours 20 minutes
Performance Range	Intermediate/ Intermediate High	Approximate Number of Minutes Weekly	100 min, per meeting, 5 meetings
Theme/Topic	Food Sustainability in the World		
Essential Question	<p>ما معنى الأمن الغذائي المستدام؟ وما معنى التنمية المستدامة؟</p> <p>ما الخطوات التي تتخذها الأمم المتحدة من أجل تحقيق التنمية المستدامة؟ وكيف يتحقق الأمن الغذائي؟</p> <p>ما ترتيب الدول العربية على مؤشر الأمن الغذائي؟</p> <p>ما هي الدول الأكثر تضرراً من التضخم الغذائي؟ لماذا؟</p> <p>كيف نساعد على التقليل من التضخم الغذائي وتطوير الأمن الغذائي؟</p>		
Social Justice Standards	<p>1- Students will recognize the impact of events taking place in the world on Food and nutrition.</p> <p>2- Students will address the differences in where Arab countries stand in terms of Food Sustainability and food inflation.</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"> ● Learn about Food Sustainability and the Sustainable Development goals. ● Analyze charts and graphs and compare countries based on the data in the chart. ● Recognize the diversity of resources in the countries of the Arab World. ● Identify and locate the countries of the Middle East on the map; highlighting the natural resources; areas of conflict, etc. ● Discuss and compare how natural disasters and war and conflict have impacted the region. ● Bring valuable suggestions and ideas that could improve food sustainability in different regions. 		

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	<ul style="list-style-type: none"> Define the conflicts that have the largest impact on food distribution and sustainability. 		
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		
	Watch 3 videos	Read and analyze 3 charts on the topic	
	Presentational Mode		Interpersonal Mode
	<p>Polished/Pre-prepared:</p> <ul style="list-style-type: none"> As a group, students will give presentations comparing two Arab countries different in ranking. They will be addressing the causes of the ranking of those two countries. Students will then discuss ways to improve or solutions. Students will have a chance to make suggestions for improvement. Based on their findings and current events, students will give a reasonable outcome of what will be the situation for the upcoming 6 months of those countries. Students will also make a future hopeful plan for those countries. 	<p>Students will work individually in class or at home to watch the videos.</p> <p>Students will then pair to read and analyze the charts and short articles.</p>	
<p>On Demand:</p> <p>Speaking:</p> <ul style="list-style-type: none"> Students will use basic language to address the topics. Students will learn to use new vocabulary as they read and listen to the videos. <p>Reading:</p> <ul style="list-style-type: none"> Students will practice reading short paragraphs 			

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	<ul style="list-style-type: none"> Students will be able to analyze charts that are in Arabic. <p>Writing:</p> <ul style="list-style-type: none"> Students will be able to create simple sentences based on the charts. Students will be able to summarize short paragraphs. 	
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>Agriculture is one of the most important industries in the Arab world. Most of the Arab world is in fertile areas where planting and seeding is not that difficult. In addition to that, many Arab countries have rivers that make it easy for people to grow different types of food. Egypt is one of the most known countries in the quality of agriculture. On the other hand, many Arab countries have large swaths of desert land that prevent them from growing different grains and plants. Those same countries have oil, gas and minerals. In addition, and because of the way the Arab landscape, we find many different cattle, fish and wildlife in the Arab world.</p> <ul style="list-style-type: none"> ❖ After identifying different resources in the Arab countries, discuss if those countries are heading to the right vision? ❖ How are they using their own resources, natural resources, animal products and plant productions? 	
<p>Connections (Sample Evidence)</p>	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	<p>Geography Geology International Studies Political Science Health</p>	<p>Learners will learn about the Arab countries' geography and geology. They will identify any political conflicts in the region that could impact food sustainability and production. Connect the findings with the health of the populations.</p>
<p>Comparisons (Sample Evidence)</p>	Language Comparisons	Cultural Comparisons
	<ul style="list-style-type: none"> Learners can write on general topics. They can address topics in the present tense using simple sentences. 	<p>Learners will be able to identify and explore the differences between the Arab countries.</p>
Communities	School and Global Communities	Lifelong Learning

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(Sample Evidence)	Videos and charts are available online.	Use what you have effectively. Improve your relationship with others to get what you are unable to have. Be creative!
Connections to Other Standards		
Toolbox		
Can Do Statements		
Interpretive	Students will watch some videos, read short articles and analyze some charts. Students will learn about the countries and their backgrounds.	
Presentational	Students will present their work. Students will discuss their opinions, their findings and their projects.	
Interpersonal	Students will talk about their understanding of food sustainability. Students will engage with one another to discuss the different challenges the Arab world faces	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
*Expressing an opinion: *Describing: *Identifying & Listing: *Explaining:	Questions: - ما هي الدول الأكثر تأثراً من تضخم أسعار الغذاء؟ - ما هي الدول الأعلى في الاستدامة الغذائية؟ - لماذا نجد فجوة بين الدول العربية؟ - كيف تساعد الدول الأكثر ضعفاً.	المحاصيل الزراعية – النبات الثروة المعدنية – الثروة النباتية الثروة الحيوانية الكوارث الطبيعية - الحروب العلاقات الدولية – الأنهار – الصحراء – الجبال الإنتاج – المحصول – الغذاء الخرائط: خريطة – التفاعل -
	Negation: لا تقطع الشجر لا تهدر الماء	
	Adjectives: Nisba: غذائي – طبيعي – حيواني – نباتي – دُولِيّ Regular: غني - فقير – قليل – كثير – عالي – غالي	
	Preposition:	

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Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	Introduction to Food sustainability Read, Fast Facts – What are sustainable food systems? - United Nations Sustainable Development Watch: Exploring food sustainability - YouTube	Students can read, watch, and learn about the meaning of Food Sustainability. They can also understand the scope of the problem.	First day will be in English as an introduction. Students may start getting familiar with Arabic terms such as: التنمية المُستدامة – الغذاء الصحيّ - التنمية الغذائية	Students will read the text and watch the clip. They have time to ask in class about any meaning. Students will then work in groups.	After learning about Food sustainability, students are now familiar with the issue. As groups they are asked to define ‘Food Sustainability’ List two problems the world is facing that is causing the insecurity of many nations.
Day 2	Students will view the Arabic version of the text; التنمية - Home 2021 (un.org) Read the chart of the best Arab countries in Food Sustainability: أخبار سعادة - الإمارات تتصدر ترتيب الدول العربية بـ"مؤشر الأمن الغذائي" والأردن في آخر الصدارة (saadaahnews.com) ترتيب الدول العربية على مؤشر الأمن الغذائي 2020 - سبوتنيك عربي. 03.03.2021 (sputnikarabic.ae)	They can read some facts about food sustainability in Arabic and understand some basic issues brought up in the target language. Have a general understanding of the Arabic text.	تحسين المعيشة - هدف- جدول أعمال - تعيُّر المناخ – عدم المساواة – توعية الأطفال –	Read the Arabic portion as a whole in class. Students are asked to view the Arab world map and see the land and the topography of the Arab world.	Group Activity: students are asked to align both Arabic and English texts. Understand the similarities and compare both texts. In small groups, students will locate the Arab countries listed in this chart. Discuss their geographic situation that made them in a good shape. Compare the 2023 chart to that of 2020. Why

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					are the reasons for this drop?
Day 3	<p>Goals of Sustainable Development: هل تعرفون جميع أهداف - التنمية المستدامة؟ YouTube</p> <p>Watching a video in Arabic: Google - التنمية المستدامة Search Video has CC</p> <p>اهداف التنمية المستدامة الهدف الثاني عشر: الاستهلاك والإنتاج المسؤولان اعداد وتقديم - محمود الزارعي YouTube</p>	<p>Students can understand how the world worked on Food Sustainability throughout the years. Can see the goals and how far did the U.N. reach to solve this issue.</p>	<p>إيجاد حلول - مخزون- التحديات- الحد من الفقر- حماية البيئة- البنك الدولي- أحرز تقدم- يُسلط الضوء- خرائط يهدر- ينبغي - بيئية- انبعاث الغازات - تشجيع - توفير - جودة الحياة- شاملة - خفض التكاليف - الثروة -</p>	<p>Students will be watching 2 short videos either spoken or written in Arabic.</p>	<p>Individually; each student will write all 17 listed goals of Sustainable Development as it appears on the video. In pairs, each pair is given a different goal. Each pair will give a definition of the issue, the goal and what are the steps taken to reach that goal.</p>
Day 4	<p>Watch: Food Sustainability Basics - YouTube How Agriculture Innovation Can Improve Food Sustainability - YouTube</p>	<p>Students can define ways to increase food sustainability. Students watch videos to get ideas on how to be a good citizen.</p>	<p>Most of the videos are in English. Some Arabic terms are introduced like: خُطة - الزراعة - الحصاد - الإنتاج- هدر الماء- المساحة الزراعية-</p>	<p>Students will be watching two different videos on Food sustainability.</p>	<p>In groups, students are asked to write four suggestions to help improve Food Sustainability. Students are then asked to find out if their suggestions are suitable in the Arab world. Students are asked to translate their suggestions into Arabic.</p>

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Day 5	Review the videos and the charts, and add, Mapped: Food Production Around the World (visualcapitalist.com) And, Global Food Insecurity - Geopolitical Futures Watch the videos in this article: ما وضع الأمن الغذائي في العالم العربي؟ وما أكثر الدول المهددة بالجوع؟ اقتصاد الجزيرة نت (aljazeera.net)	Students can define the reasons for food insecurity and where it is most in the Arab world.	تعتمد على – القمح – الصادرات - مستورد- يستقبل - انعكاس – تطل – اقتصادية – منظمة – أزمات- تنصدر - المدعوم- مصدر - أزمة – تفاقم - كفيل-	Students will watch the videos in class.	In groups students explain the reasons why some Arab countries are in danger of famine. They will give a list of suggestions to improve the food sustainability, and list ways to assist and some solutions for those Arab countries.
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Resources	
Read: Fast Facts – What are sustainable food systems? - United Nations Sustainable Development Watch: Exploring food sustainability - YouTube Read: Home 2021 - التنمية المستدامة (un.org) Read: أخبار سعادة - الإمارات تنصدر ترتيب الدول العربية بـ"مؤشر الأمن الغذائي" والأردن في آخر الصدارة (saadaahnews.com) Read: ترتيب الدول العربية على مؤشر الأمن الغذائي 2020 - سبوتنيك عربي, 03.03.2021 (sputnikarabic.ae) Watch: هل تعرفون جميع أهداف التنمية المستدامة؟ - YouTube Watch: التنمية المستدامة - Google Search Watch: اهداف التنمية المستدامة الهدف الثاني عشر: الاستهلاك والإنتاج المسؤولان اعداد وتقديم محمود الزارعي - YouTube Watch: Food Sustainability Basics - YouTube Watch: How Agriculture Innovation Can Improve Food Sustainability - YouTube View: Mapped: Food Production Around the World (visualcapitalist.com) And, Global Food Insecurity - Geopolitical Futures Watch and Read: Watch the videos in this article: ما وضع الأمن الغذائي في العالم العربي؟ وما أكثر الدول المهددة بالجوع؟ اقتصاد الجزيرة نت (aljazeera.net)	