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Unit Title: Causes and Effects of Water Pollution in the Arab World

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Language and Level / Grade	Arabic 9-12 / college	**Approximate Length of Unit**	1 week
Performance Range	Arabic Intermediate	**Approximate Number of Minutes Weekly**	45 min. x 5 days = 225 minutes/week
Theme/Topic	Current Events / Water pollution التلوث المائي		
Essential Question	Who is affected by water pollution in the Middle East? What are the ways to decrease pollution in the Arab world?		
Social Justice Standards	6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. 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. 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today. 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective. *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*		
Unit Goals			
What should learners know and be able to do by the end of the unit?	Learners will be able to: ➔ Students should be able to have a better understanding of water issues throughout the Arab world. ➔ Students will be able to create solution to solve the problem ➔ Students will be able to list vocabulary related to the topic and use them in complete sentences. ➔ Students will be able to engage in discussion about the topic of water pollution.		

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	➔ Students will be able to summarize and analyze a news report.

Summative Performance Assessment Tasks

- *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 listen to or watch news clips in Arabic	Display pictures of places, maps, graphs and charts, or other visuals	Present new vocabulary from the topic. Have students read an article that displays vocabulary in context

Presentational Mode

Polished/Pre-prepared:
With a partner, students will pick an Arab country, illustrate a map of it including the largest cities and the most important geographic features. Students will present to class the pollution issue in that country.

On Demand:
After displaying visuals of the topic, have students react to the subject at hand via oral discussion. Encourage students to share their first impressions, observations, and questions.

Interpersonal Mode

- Have students role play or act out what is being shown in the news clip.
- Have students create questions on post-it stickers about pollution photos and stick them on specific photos.
- Have students compare the news clip to an American version of the same story among one another.
- Have students brainstorm ways to reduce pollution and clean up the environment.

Standards

Cultures (Sample Evidence)

Indicate the relationship between the product, practice, and perspective

Relating Cultural Practices and Products to Perspectives

https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages/standards-summary

Connections (Sample Evidence)	**Making Connections to Other Disciplines**	**Acquiring Information and Diverse Viewpoints**

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	Geography, Geology, Environmental studies, History,	Students will learn about communities in the Middle East and how their habits are causing water pollution. Students will discuss different approaches to solve the issue.
Comparisons (Sample Evidence)	**Language Comparisons**	**Cultural Comparisons**
	Students can compare different dialects by viewing news from different countries.	Students will compare the environmental issues in the Middle East to those in North America and around the world.
Communities (Sample Evidence)	**School and Global Communities**	**Lifelong Learning**
	Students will discuss ideas on how to reduce pollution in their school and home communities.	Students will learn about the media in the Middle East and gain exposure to non-American news media.
Connections to Other Standards		

Toolbox

Can Do Statements	
Interpretive	Students will listen to and read different news sources. Students will also read articles, and view images, graphs, and charts to further analyze the topic.
Presentational	After fully comprehending the subject, students will present a summary to their peers about an aspect of the lesson topic.
Interpersonal	Students can engage with each other to share their ideas and opinions. Students can ask and answer questions about the topic.

Supporting Functions	**Supporting Structures / Patterns**	**Priority Vocabulary**
***Expressing an opinion:** ***Describing**:	Questions: How كيف yes /no هل why لماذا what + verb ماذا noun + what ما	تلوّث مائي بيئة (بيئات) بلد (بلدان) بحد (بحار)

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***Identifying & Listing**: ***Explaining**: Explain the negative consequences of pollution. Explain the effects of pollutants on the environment and overall health of mankind.	Where أين when متى who مَنْ Negation: ليس، لا، لن، لم، ما Adjectives: متلوث، نظيف، قذر، مقرف، طبيعي، مزعج، سلبي، ايجابي، مائي، صحي، مضرّ، Preposition: في بِ على إلى مِن تحت فوق	نهر (آنهر) مياه الشرب محيط (محيطات) خليج (خلجان) نفاية (نفايات) ممنوع رمي النفايات إعادة تدوير نظّف/ينظف عقّم/يعقّم شرب/ يشرب حملة حملة تنظيف تعاون/يتعاون

Weekly Lessons Plan (first week)					
Days	**Topics**	**Can do statements**	**Priority vocabulary**	**Supporting structures**	**Learning activity**
Day 1	Identifying locations of water pollution in the map of the Arab countries. (map 1, map 2, map 3) Watch a video about the water pollution in Lebanon.	Students can form questions about the topic using How كيف yes /no هل why لماذا	Students will use the vocabulary below to talk about the topic: متلوث، نظيف، قذر، مزعج، سلبي، ايجابي، مضرّ،	Conjugate verbs in past and present: كان - يكون نظّف - ينظّف ساهم - يساهم تعاون - يتعاون عقّم - يعقّم	Review the new vocabulary on Quizlet With a partner, students will work on a project: -Choose a city in an Arab country. Draw the polluted area in that city. - Write the causes of water pollution in that city.

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Day 2	Discussing the causes of water pollution in specific areas and practical solutions to address the problem. Watch a video about Marshland in Iraq	Students can form questions and answer them using the words below: what+ verb ماذا noun+what ما Where أين when متى who مَنْ	Students will use the vocabulary below to practice talking about the topic: تلوّث مائي بيئة (بيئات) بلد (بلدان) بحد (بحار) نهر (آنهر) مياه الشرب محيط (محيطات) خليج (خلجان) نفايات ممنوع رمي النفايات إعادة تدوير نظّف - ينظف عقّم - يعقّم حملة حملة تنظيف	Conjugate verbs in past and present: شرب - يشرب ساعد - يساعد منع - يمنع صنع - يصنع أعاد - يعيد	Create solutions for the water pollution problem. Present your project to class Talk about the city location, causes of pollution.
Day 3	Environmental Cleanup	Students can read and talk about, as well as reflect upon ways to preserve the environment.	To read قرأ - يقرأ To talk تحدّث - يتحدّث To clean نظّف - ينظّف To throw رمى - يرمي To collect لمّ - يلمّ To gather جمع - يجمع To wipe/sweep مسح - يمسح To shovel جرف - يجرف To reflect upon فكّر - يفكّر في زبالة Trash/Garbage نفايات	Present Tense Command verb نظّف إرمي - لا ترمي إمسح حافظ على	Talk about the effective solution to prevent this problem happening in the future. Expressing opinions and defending ideals/beliefs.

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			Waste/Refuse زجاجة (زجاجات) Glass بلاستيك Plastic ورق (أوراق) Paper علبة (علب) Cans تنك Tin حديد Iron فولاذ Steel التدخين القات		
Day 4	Outcome of taking care of our environment. Video on water + sustainability: https://www.youtube.com/watch?v=yBs5sz3jHII Video on water conservation in Las Vegas, Las Vegas: A Water Conservation Trailblazer Amid the Worst Drought in 1,200 Years | WSJ	Students can see the results that cleaning efforts have on the environment.	To see رأى - يرى Cleaning تنظيف جهد (جهود) Efforts بيئة Environm(بيئات)ents Cleanliness نظافة Dirtiness قذارة Health صحة نتيجة (نتائج) Results Positive إيجابي Negative سلبي مجتمع (مجتمعات) Society	Using two forms: Future س - سوف	Learning how to present orally and in writing one's thoughts about the outcome of clean water in a structured manner.
Day 5	**Case Study: Environmental Exploitation in Algeria** Use this case study from IMES to review all that has been covered the last four days.	Students will read about, view images, maps, political cartoon, Algeria's Hirak resistance movement and the	Fracking التكسير الهيدروليكي groundwater المياه الجوفية extraction استخلاص To protest يعترض - يحتج	Utilize Past, Present, and Future Tenses when describing images, maps, and other visuals.	Improving listening, speaking, reading, and writing skills through describing the case study in Arabic to their peers and the relevant issues to

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	Watch this video, https://www.youtube.com/watch?v=2CGlfFj8phQ	environmental concerns at the heart of the movement			the Hirak movement

Resources	
Arabic News Resources for Arabic Learners: • https://learning.aljazeera.net/en • https://easyarabicnews.com/english-easy-arabic-news/ • https://gloss.dliflc.edu/ • https://youtu.be/AuXJjR5rGxk?si=wJKcGcvrteXgwThf • https://youtu.be/HnZ_4a3_z8w?si=_KeFmruebZrYKXQb • https://youtu.be/Awsjn-_rvxI?si=5DmYo1bCTA0bhYV9 • News about Water Pollution in the Middle East: • What's behind Iraq's water crisis? | People & Power Documentary • https://learning.aljazeera.net/en/languageofmedia/%D8%A7%D9%84%D8%B2%D8%B1%D8%A7%D8%B9%D8%A9-%D8%A8%D8%A7%D9%84%D8%B5%D9%86%D8%A7%D8%AF%D9%8A%D9%82-%D8%A7%D9%84%D9%85%D8%A7%D8%A6%D9%8A%D8%A9-%D9%84%D9%85%D9%83%D8%A7%D9%81%D8%AD%D8%A9-%D8%A7%D9%84%D8%AA%D8%B5%D8%AD%D8%B1 • https://www.twinkl.com/teaching-wiki/tlwth-almyah	