



AERO:SBC Basic Unit Template

Subject/Course:	Arabic as a foreign language
Grade Level:	Level 2
Topic/Concept:	Cultural Eating
Estimated Time Required:	Two weeks
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Desired Results:

What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

1. COMMUNICATION

The Interpersonal Mode: 1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

d. Express feelings and emotions in simple phrases.

The Interpretive Mode: 1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

c. Recognize people, objects, monuments, and places based on oral descriptions.

2- Culture:

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

c. Recognize people, objects, monuments, and places based on oral descriptions.

- a. Identify some major products of the target culture (e.g. gestures, toys, clothing, foods, dwellings, artifacts, flags, music, dance, modes of transportation, places, monuments, calendar, numeracy, etc.)

Comparisons to One's Native Culture(s): 2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

- a. Recognize common interests and practices of the target cultures and students' own.
- b. Compare daily living patterns and behaviors.
- c. Compare cultural tangible products (toys, clothing, food, dwelling...).

2. What are the enduring understandings (big ideas of the unit) that this unit is built upon?

How cultural factors affect the kinds of food/drinks which the Arabs eat and drink, and the way they eat that make them different from other peoples in the world.

3. What essential or unit questions will prompt curiosity and focus?

- a- What are the habits of eating and drinking in the Arab world?
- b- Why do not Arabs eat specific kinds of food and drinks?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

- a- Students will read a text which includes a recipe of an Egyptian food called "Koshary". In this lesson, the students will learn that the recipe consisting of two main parts:1- ingredients,2-preparing method. Besides, they will learn common vocabularies related to food, such as the nouns" kilo, spoon ,salt, meat", and passive structures" is added, mixed, put, baked, minced, etc.
- b- Students will listen and speak about some traditions of Arabs when eating. They will see a picture which includes Arabian family eating. The students will listen to the teacher describing the picture, and the teacher will explain to them how to speak about the picture's details for two minutes at least. Then the students will describe it individually. The students will know, while describing the picture, that Arabian family sometimes prefers to eat on the floor, and eat by hand. Most of their meals,almost include rice, vegetables and beef/chicken meat .



<http://www.gettyimages.com/detail/photo/an-middle-eastern-culture-family-eat-high-res-stock-photography/162745079>

- c- Students will learn how to write an essay in which they compare between the culture of the host country and the home country in the topic of "food". They will learn that such essay will consist of four paragraphs; 1- the introduction ,in which they will write about "how food reflects the culture of any country", 2- the similarities between the two cultures; way of eating food and main meals, 3- the differences between the two cultures in this topic, 4- the reflection: the student's opinion on "why do those similarities and differences occur?".
(the students would be asked in the previous lesson to read ,at home, an article addressing those ideas)

Evidence of Learning: Assessment

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

The student will:

- a- Write an essay about factors which affect habits of eating and kinds of food in the Arab world.
- b- Describe a picture which is related to main topic of the unit.

Unit Rubric

		Proficient (3)	Partially proficient (2)	Below proficient (1)	Does not meet expectations (0)
LANGUAGE	Vocabulary Use How extensive and applicable is my vocabulary?	<ul style="list-style-type: none"> • the student can understand a variety of questions and answers. • the student doesn't need repetition. 	<ul style="list-style-type: none"> • the student can understand most of questions and answers. • the student doesn't often need repetition. 	<ul style="list-style-type: none"> • The student can understand memorized words and some high frequency phrases. • Sometimes the student needs repetition. 	<ul style="list-style-type: none"> • the student can only understand a few basic memorized words. • the student always needs repetition.

	Language Control How accurate is my language	<ul style="list-style-type: none"> the student consistently uses extensive vocabulary to complete the task. 	The student uses adequate vocabulary to complete the task.	<ul style="list-style-type: none"> the student uses some repetitive vocabulary. 	<ul style="list-style-type: none"> the student uses limited and/or repetitive vocabulary.
MESSAGE	<i>How accurately does the student fulfill the task?</i>	<ul style="list-style-type: none"> the student completes the task by using a variety of learned statements and questions. 	<ul style="list-style-type: none"> the student completes the task by using learned statements and questions. 	<ul style="list-style-type: none"> the student completes the task by using some memorized words and high frequency phrases. 	<ul style="list-style-type: none"> the student completes the task by using only a few very basic memorized words.
	<i>How clear is the message?</i>	<ul style="list-style-type: none"> the student can be easily understood. The message is clear. 	<ul style="list-style-type: none"> the student can be understood. The message is mostly clear 	<ul style="list-style-type: none"> the student can be somewhat understood. The message is partially clear. 	<ul style="list-style-type: none"> the student can be understood only with great effort. The message is not clear.
FORMAT / ORGANIZATION	<i>To what extent does the student represent the cultural codes of communication and use the correct text type?</i>	<i>The choice of register and style is generally effective and appropriate to the task.</i>	<i>The choice of register and style is generally appropriate to the task.</i>	<i>The choice of register and style is rarely consistent and/or appropriate to the task.</i>	<i>The student does not reach a standard described by any of the descriptors.</i>
	<i>To what extent does the student attempt to organize his/her ideas?</i>	<i>Organizes information and ideas and uses a range of basic cohesive devices. There is a logical structure, and cohesive devices add clarity and coherence to the message.</i>	<i>Organizes some information and ideas logically, uses a range of basic cohesive devices; there is a reasonable attempt at a logical structure.</i>	<i>Has difficulty organizing information and ideas logically; uses a limited range of basic cohesive devices; there is little or no structure, making the ideas difficult to follow.</i>	<i>The student does not reach a standard described by any of the descriptors.</i>

Writing rubric:

A – Language:

Marks	Descriptors
0	The response does not reach a standard described by the descriptors below.
1-2	<p>The response and communication are of limited effectiveness.</p> <p>The range of vocabulary used is limited.</p> <p>Some basic grammatical structures are used accurately. These are isolated and limited in range.</p> <p>Register is inappropriate</p>
3-4	<p>The response and communication are partially effective.</p> <p>The range of vocabulary used is sometimes varied.</p> <p>Most basic grammatical structures are used accurately.</p>

	Register is partially appropriate.
5-6	The response is generally accurate and communication is generally effective. The range of vocabulary used is varied. Basic grammatical structures and a limited range of more complex grammatical structures are used accurately. Register is generally appropriate.
7-8	The response is accurate and communication is effective. The range of vocabulary is varied and effective. Basic and some more complex grammatical structures are used accurately. Register is appropriate.

B –message:

Marks	Descriptors
0	The response does not reach a standard described by the descriptors below.
1-2	The task has been partially fulfilled. One or more ideas have been identified and have been partially developed. There is limited evidence of a logical structure. There is a partially successful use of a limited range of simple cohesive devices
3-4	The task has been generally fulfilled. One or more ideas have been identified and have been developed. There is evidence of a logical structure. There is a generally successful use of a range of simple cohesive devices.
3-4	The task has been fulfilled. All ideas have been identified and some have been developed well. There is a logical structure. There is successful use of a range of simple cohesive devices
5-6	The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.
7-8	The task has been fulfilled effectively. All ideas have been developed well. There is an effective, logical structure. There is successful use of a range of simple and some complex cohesive devices.

Instructional Plan:

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Day 1 : Lesson 1	time	materials
Reading:	5 minutes	
- Brainstorming: the teacher asks the students about the favorite foods they like in the Arabian countries.		
- the teacher reads the ingredients and the method of cooking the food and discusses with the students the new vocabulary.	20 minutes	- Sheets include a text explaining the method of cooking a popular Egyptian food, the food ingredients and two questions on the text.
- The students read the ingredients and the method loudly, and the teacher corrects the mistakes.	30 minutes	- objects of vegetables used for cooking the food like rice ,tomato , macaroni, onion,...etc.
- In groups, the students answer two questions, one to assess understanding and the other to demonstrate the new vocabulary. (formative assessment)	25 minutes	

Day 2: Lesson 2	time	materials
Listening and speaking:	5 minutes	
- Brainstorming: the teacher asks the students about the names of tools used for eating and drinking.		
- The teacher turns on an audio about a dialogue between a waiter and a guest in a restaurant, and then asks the students about the main ideas of the dialogue.	10 minutes	- an audio including a dialogue between a waiter and a guest in a restaurant.

- the teacher turns on the audio for the second time ,then discuss the new vocabulary with the students ,then asks the students to answer the questions on details of the dialogue in the sheets.	15 minutes	
- the teacher shows a picture of an Arabian family eating in their house, discusses with the students the new vocabulary which help student describe the picture, and write the new words on the board.	10 minutes	A picture of an Arabian family eating in their house, is shown on the overhead projector, and students can see it through Moodle in their laptops.
- In pairs, the students write a description of the story.	20 minutes	
- Each student says the description loudly; the teacher listens to them and discusses with them the errors in pronunciation and structure, and writes the correct sentences on the board.	20 minutes	
Formative assessment: each student will describe a picture which include details related to the topic, and similar to the picture they described in the previous class.	15 preparation and 5 minutes speaking.	A printed colored picture.

Day 3: Lesson 3	time	materials
<p>Writing :</p> <p>- Brainstorming: the teacher asks the students about the most 10 popular foods in the Arabian countries.</p> <p>- The teacher writes the following question on the board: you are organizing a dish party at your home; write an invitation letter to your</p>	5 minutes	Sheets include the key words of the essay.

colleagues and friend asking each one of them to bring a different Egyptian food. Write the program of the party, and list the foods/drinks they should not bring, and why they should not? 25 minutes

The teacher discusses the main ideas with students and the difficult vocabularies, then write them on the board, to help them during writing. 50 minutes
 - The students write the essay, while the teacher writes the difficult structures and vocabularies on the board when they ask during the process of writing.

Day 4: Lesson 4	time	materials
Writing : peer evaluation: 1-The teacher will explain on the board, how he uses the rubric and criteria to grade the their essays. 2- The teacher will write the essay question on the board, and ask the students to write a 60 words essay. The question: a group of foreign students will visit your school in Egypt. Write a letter to them suggesting the good restaurants they may visit, and which Egyptian meals and drinks they can take to enjoy their trip.	5 - 10 minutes	- overhead projector on which the teacher shows the rubric and explain it. - hard copies of the rubric.
3- After finishing writing, each student takes his/her partner's essay and grade it according the rubric. (The teacher distributes hard copies of the rubric /or upload it on Moodle for them.)	40 - 50 minutes 15-20 minutes	

Day 5: a summative	time	materials
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assessment

the teacher writes the topic 70 minutes

Blank sheets

question on the board : Write about the following:

Compare between the host country and your home country in the topic of "food":the similarities and differences in habits of eating and drinking, and popular foods/drinks. Explain why those differences occur in your opinion.