CURRICULUM TEMPLATE

Grade/Course Title: High School and University  
Age of Students: 14-24 years

Target Proficiency Level: Novice

Designed by: Iman Hashem, Nahil Iriqat, Nada Shaath

Unit Title: You are What you Eat

A. Unit Objectives:

➢ Objectives for knowledge

(Cultural products and practices)

- Students will recognize the importance of family and friends as they enjoy each other's company, generosity and hospitality displayed in an Arabic mae’eda.
- Students will recognize the wide variety of dishes in different regions of the Arabic-speaking world.
- Students will recognize the similarities and differences in the display, ingredients, time for eating, dishes included, permissible and non-permissible foods in the principal regions of the Arabic-speaking world.

(Content)

- Students will recognize that human beings need various types of foods and exercise to lead a healthy life.
- Students will recognize the elements in the food pyramid and determine the benefits that can be derived from eating certain Arabic dishes.

➢ Objectives for communication

- Students watch, listen to, read and interpret authentic materials that are available on the internet e.g., Aljazeera programs for children, online recipes and stories by identifying words and phrases available in these materials.
- Students exchange information, express preferences, ask and answer questions using the words and phrases they learned from the authentic materials. Students share lists of similarities and differences in cultural products and practices in the principal regions of the Arabic-speaking world and in the cultures with which they are familiar.
• Students plan and present a script for a sketch, design a menu for a week of healthy Arabic dishes during Arabic culture month, prepare a healthy mae’eda for a contest at an Arabic heritage carnival.

➢ Objectives for form

• Students recognize gender markers, e.g., agreement of nouns, adjectives and demonstrative pronouns, placement of adjectives, the forms of the present tense, formation of questions, recognizing/pronouncing sounds sequences unique to Arabic, distinguishing between similar sounds/sequences, spelling words that students learn in the unit.

B. End of the Unit Performance Tasks

Interpretive task:

Students conduct research on the internet in order to locate dishes from different parts of the Arabic-speaking world. They identify the ingredients the dishes contain, whether they are healthy or not and whether they are served at breakfast, lunch or dinner, are main or side dishes, sweets or deserts.

Interpersonal task:

Students share the results of their internet search with other members of the class in order to plan for Arabic culture month.

Presentational task:

Students select one of the following options: planning a healthy school menu for Arabic culture month, planning a healthy mae’eda for the end of the month Arabic heritage carnival, planning a sketch of a consultation between a client and a nutritionist focusing on healthy lifestyles in the Arabic-speaking community.

C. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

<table>
<thead>
<tr>
<th>Standards Targeted</th>
<th>Students Can</th>
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<tbody>
<tr>
<td>Communication - Interpretive</td>
<td>watch, listen to, read authentic texts and identify the names of the speakers, their country of origin, their preferences for</td>
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<tr>
<td>foods/dishes, their ingredients and the benefits they can derive from them.</td>
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<tr>
<td>Communication · Interpersonal</td>
<td>exchange information about a variety of Arabic dishes, ask and answer questions about preferences, ingredients and health benefits.</td>
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<tr>
<td>Communication · Presentational</td>
<td>write a sketch, a menu, produce a PowerPoint presentation, plan a meal and tell what is in it, and about its health benefits.</td>
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<tr>
<td>Cultural Practices/Products/Perspectives</td>
<td>list foods from the principal regions of the Arabic-speaking world, permissible and non-permissible foods, recognize a mae’eda as a display of generosity and hospitality, the role of parents/mother to care for their/her children.</td>
</tr>
<tr>
<td>Connections</td>
<td>identify foods and exercise necessary for a healthy lifestyle, examining recommended servings of items presented in the food pyramid/exercise plan.</td>
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<tr>
<td>Comparisons</td>
<td>list similarities and differences in cultural products and practices in the principal regions of the Arabic-speaking world and in the cultures with which they are familiar.</td>
</tr>
<tr>
<td>Community</td>
<td>conduct research on the internet to find out about dishes in the Arabic-speaking world, venture into the community to purchase food in order to prepare a dish, order in a restaurant.</td>
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</tbody>
</table>

D. Materials and Resources (textbooks, stories, technology and multimedia)

1. Websites
2. PowerPoint presentations
3. Visuals
4. Food items
5. Worksheets
6. Activities
7. Internet links
Learning Activities

PROVIDING FOR INPUT

INPUT 1: Listening/Viewing/Reading Lesson

1. Material and Resources

Text: The first three minutes of a program about healthy eating [http://www.jcctv.net/index-20786720010068.214674.html](http://www.jcctv.net/index-20786720010068.214674.html)

PowerPoint, visuals, realia, teacher made learning materials: falafel, bread, store-made grape leaves, etc.

2. Objectives

As the result of interacting with the text...

(Objectives for knowledge)

- Students will recognize that some Lebanese restaurants have tables outside on the sides of the streets and that many dishes are in the center of tables mae’eda for everyone to share (cultural products and practices).
- Students will recognize similarities and differences in the architecture of buildings (cultural products).
- Students will recognize that human beings need various types of foods to remain healthy (content).

(Objectives for communication)

- Students will identify the name of the hostess and her country of origin,
- the names of the dishes in the mae’eda and the favorite dishes of the guests at the table,
- the names of the various food groups needed for a healthy lifestyle,
- the reasons (vitamins, calcium, protein, carbohydrates) why each of the food groups is important and
- the name of the liquid that is essential for life (Interpretive Communication).

(Objectives for control of form)

- Students will recognize the form used to ask “What is the name of this dish?” “What is your favorite Lebanese dish?” using “wanta, and wanti” (masculine/feminine).
• Students will learn the meaning of the following vocabulary items related to healthy living: TV program, TV anchor, delicious, appetizing, healthy, body, mae’eda, dish-dishes, nutrition, food, rich, and calories. What is the name of this dish? What is your favorite dish?

3. Targeted Standards

Communication
Standard 1.2:
Students understand and interpret written and spoken language on a variety of topics.

Cultures
Standard 2.1:
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2:
Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections
Standard 3.1:
Students reinforce and further their knowledge of other disciplines through the foreign language.

4. Comprehensible Input:

➢ Pre listening /viewing activities

1. Students watch the video clip without sound.
   In groups, students predict in writing three topics addressed in the video clip. Groups report one item each in English or Arabic. If the item is identified in English, the instructor provides the Arabic words or phrases and writes them on the board.

2. The instructor shows stills from the video clip and introduces the following words if they were not mentioned in the students’ prediction: healthy food, delicious, activities, etc.

3. The instructor introduces students to the names of the Lebanese dishes mentioned in the text e.g., Humus, Waraq Inab, Kibbeh, bread, green beans, e.g., “Look at this mae’eda, it has a lot of dishes in it, it is healthy and good for the body. Good nutrition is very important for a healthy body.
During listening/viewing activities

3. Students watch the video clip again, this time with sound and identify any words they recognized (names, greetings, cognates: rice, protein, etc).
4. Students watch the first segment of the video clip. During this viewing, the instructor pauses the video to focus students' attention on the layout of the restaurant, to count the dishes in the middle of the table and to tell them that in the Lebanese mae’eda the food is put on the table for everyone to share.
5. Students watch the first seconds of the video clip, identify the name of the young girl, her country of origin, specific greetings used by the characters and match the people with their favorite dishes [Students will need to view/listen to this segment two to three times in order to write down their answers, share in pairs and respond in a whole group format].
6. Students watch another few seconds (again several times), write down their answers, and share in pairs, to number the food groups in the order that they were introduced.
7. Students watch another few seconds (again several times), write down their answers, share in pairs, to match food categories and their benefits (rich in protein/calcium, etc.)
8. Students watch the last segment and identify the name of the liquid essential to life, tell why it is important and how many liters a person needs to drink each day.

Post listening/reading activities

- Evaluation and assessment of students listening
  1. Students respond to true/false questions about the information contained in the text.
  2. The instructor shows pictures of Lebanese dishes that are mentioned in the text and students identify the food groups from which they are made and the benefits that can be derived from consuming them.
  3. Students write in English three things they learned about Lebanese restaurants and the mae’eda.

Homework

4. Students listen to the video clip at home and complete a cloze activity with words from the videotext.
1. Watch the video and predict at least three (3) topics you think are presented.

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</table>
• Watch the video and predict at least three (3) topics you think are presented.

e) __________________________________________________________________________
f) __________________________________________________________________________
g) __________________________________________________________________________
h) __________________________________________________________________________

2. Watch the video and predict at least three (3) topics you think are presented.

e) __________________________________________________________________________
f) __________________________________________________________________________
g) __________________________________________________________________________
h) __________________________________________________________________________

2. Watch the video and predict at least three (3) topics you think are presented

e) __________________________________________________________________________
f) __________________________________________________________________________
g) __________________________________________________________________________
h) __________________________________________________________________________
What is the favorite dish for each friend?

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What is the favorite dish for each friend?

6. ما هو الطبق المفضل لكل صديق?

A. طبق بريلاء المفضل هو
B. طبق الصديقة الأولى المفضل هو
C. طبق الصديق الثاني المفضل هو
D. طبق الصديقة الثالثة المفضل هو

Listen to and list the Arabic words that sound like English words and guess their meanings:

A. 
B. 
C. 
D. 
E. 
F. 
G. 

Number the following food categories according to how they were mentioned in the program:

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A. الخضار والفاكهة
B. اللحوم والبيض والأسماك
C. الحليب ومشتقاته
D. الخبز والمعكرونة والأرز
Match the food types with its benefits.

<table>
<thead>
<tr>
<th>A. البروتينات</th>
<th>1. الحليب ومشتقاته</th>
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</thead>
<tbody>
<tr>
<td>B. الفيتامينات</td>
<td>2. الخضار والفواكه</td>
</tr>
<tr>
<td>C. الكالسيوم</td>
<td>3. الخبز والمعكرونة والأرز</td>
</tr>
<tr>
<td>D. الكربوهيدرات</td>
<td>4. اللحوم والبيض والأسماك</td>
</tr>
</tbody>
</table>

10. What is the Arabic word for the liquid essential for life? __________________________

11. How much of this liquid should we drink each day? __________________________

10. What have you learned about the Lebanese “mae’dah” and about the Lebanese restaurants presented in the video? ________________________________________________

11. Look at following pictures in the PowerPoint on Lebanese dishes and tell what food types they contain and what nutritional benefits you can derive from eating them.

____________________________________________________________________________________
12. Complete the paragraph with the proper words or phrases.

<table>
<thead>
<tr>
<th>الفواكه</th>
<th>الماء</th>
<th>اليوم</th>
<th>الحليب</th>
<th>الأسماك</th>
<th>السوائل</th>
<th>الخبز</th>
<th>اللذين</th>
<th>أهلاً</th>
<th>يومياً</th>
</tr>
</thead>
<tbody>
<tr>
<td>البروتينات</td>
<td>الكربوهيدرات</td>
<td>لبنان</td>
<td>طبقك</td>
<td>تعلّم</td>
<td>اسم</td>
<td>تعلم</td>
<td>اسم</td>
<td>يومياً</td>
<td>أهلاً</td>
</tr>
</tbody>
</table>

1) ما هو هذا الطبق؟ حمص مإن إيه ________________________________

2) أقدم لكم أصدقائي من ___________________________ وهذه بيرلا

3) هو ___________________________ وسهلاً فيكم في لبنان

4) ما هو ___________________________ المفضل يا بيرلا؟

5) تقوم بأنشطة متعددة فجلبنا يدق وأعضاؤنا ___________________________ وأجسامنا تنمو لذلك

6) يحتاج جسمنا إلى ___________________________ فهو مصدر طاقتنا

7) ينقسم الغذاء إلى ___________________________ مشتقاته ويحتوي على الكالسيوم

8) الخضار و ___________________________ وهي مصدر ___________________________

9) ___________________________ المعكرونة والأرز: تندنا بالطاقة بفضل ___________________________

10) ___________________________ اللحم والبيض و ___________________________ تعظينا ___________________________ الضرورية للنمو

(1) وأخيراً لانسني ___________________________، يجب علينا شرب ليترين كل ___________________________
5. Analysis and discovery of grammar:
Identifying the form that you want students to learn from the text:
Focusing student attention on a pattern (underlining or highlighting an ending)

<table>
<thead>
<tr>
<th>مُؤْنَث</th>
<th>مُذِكَر</th>
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<tbody>
<tr>
<td>أَنتَ</td>
<td>أَنتَ</td>
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<tr>
<td>أَكْلَة</td>
<td>طَبَقَ</td>
</tr>
<tr>
<td>هُوُ طَبَقُكَ</td>
<td>هُوُ طَبَقُكَ</td>
</tr>
<tr>
<td>هِيَ أَكْلَتُكَ</td>
<td>هِيَ أَكْلُكَ</td>
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</tbody>
</table>

As you see, you would use the word “ما” “to ask what?.
Use the pronoun “هو” with the masculine nouns and the pronoun “هي” with the feminine nouns.
End words with “لك” if you are talking to a girl, and “لك” if you are talking to a boy.
The words طَبَق can be used for a dish, one is feminine, one is masculine. Do you remember how we know that?

Practice with me
The teacher models the grammar point with volunteers.
Let me ask you about the names of these dishes. If you use “” then use the masculine demonstrative pronoun; if you “” then use the feminine demonstrative pronoun

ا. ما اسم طَبَقُكَ المُفضَل يَا سي ج؟
ب. ما اسم أَكْلُكَ المُفضَلة يَا سيرجيو؟
Providing for Output
Interpersonal Tasks

1) A Challenging Day at “Sham” Restaurant. “Twin game”. Five of you will have pictures of several dishes (the “tray”) and five of you will have a list of the names of these dishes (“the order”). You are the wait staff in a restaurant and the orders get mixed up. Circulate and ask and answer questions about the order until you have matched the “order” with the “tray”. The (B) sheet has pictures of the dishes ordered and (A) sheet has the names of the dishes ordered.
تبولة عدد ٢
حمص عدد ١
فلافل عدد ٣
ورق عنب عدد ١
كبة عدد ١
فطير بالجبنة عدد ١
حراق إصبعو ١
تبولة عدد ١
حمص عدد ٢
فلافل عدد ١
ورق عنب عدد ١
كبة عدد ١
فطيرة بالجبنة عدد ١
فطيرة بالسبانخ ١
حراق إصبعو ١

حمص عدد ١
فلافل عدد ١
ورق عنب عدد ١
كبة عدد ٣
فطيرة بالسبانخ عدد ١
حراق إصبعو ١
تبولة عدد ٢
فلافل عدد ٢
ورق عنب عدد ١
كيبة عدد ٢
فطائر بالجبينة عدد ١
فطائر بالسبانخ عدد ١

تبولة عدد ١
حمص عدد ١
فلافل عدد ١
كيبة عدد ١
فطائر بالسبانخ عدد ١
حراق أصبعو عدد ٢
لوبية عدد ١

تبولة عدد ١
حمص عدد ١
فلافل عدد ٢
ورق عنب عدد ٣
فطائر بالجبينة عدد ١
لوبية عدد ١
2) An Invitation to an Eid Celebration. “A/B activity”. You have been invited by Lebanese friends to celebrate Eid with their families. You and your friend who is also studying Arabic have selected different dishes. Both of you wish to go back and select other items. Ask your partner what he or she has selected and add these items to your plate.

3) At an Arabic Carnival. You are invited to a food tasting at an Arabic carnival. (Half of the classes are the vendors the other half are the visitors.)

**Vendors:**
Pick a card that has a dish and its ingredients on it. You will have a plate of the food for the visitors to sample. Read the ingredients in the dish: practice telling what is in it and what its benefits are. You will answer questions about whether it is healthy and what benefits it provides.

**Visitors:**
Ask for the name of the dish (ما اسم هذا الطبق؟) , try it, and then pick your favorite. Describe your opinion of the dish: is it delicious, tasty, etc. (هو لذيذ، شهي، منيح). Ask if it is healthy and what benefits it provides.
Planning the Menu for a Party. You belong to a group that promotes healthy eating habits. You were assigned the responsibilities of planning the end of the year party and you would like to make sure that the dishes you provide are not only healthy but are liked by most group members. Mingle with the other members of the group, asking and answering questions about your favorite dishes from those you have tasted. You may describe other favorite dishes from other cultures and report whether they are healthy or not. (Speak with at least three (3) classmates and tell whether your favorite food is healthy or not, and why.) Ask and answer each other about favorite foods.

<table>
<thead>
<tr>
<th>ما هو طُبَقْكِ المفضل؟</th>
<th>هل هو صحي؟</th>
<th>لماذا هو صحّي/ غير صحّي؟</th>
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</thead>
<tbody>
<tr>
<td>هو غني بـ</td>
<td>هو فقير بـ</td>
<td>في حُرِيرات كثيرة/قليلة</td>
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<th>الاسم</th>
<th>الطبق المفضل الأول</th>
<th>الطبق المفضل الثاني</th>
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5) **Research on the Net.** Search the net and find three dishes from different Arabic-speaking countries. Name the food, identify its origin, tell what type of dish it is (salads, appetizers, main dish, sweets), tell whether it is healthy or not, tell three of its main ingredients, and what are its main benefits.

Use the following links to explore Arabic foods from different Arab countries:

3. Google, Naseej, etc

Write the names of at least 3 dishes that sounds appealing to you and complete the following charts:

<table>
<thead>
<tr>
<th>طبق</th>
<th>ما يحتوي عليه</th>
<th>من أي بلد</th>
<th>اسم البلد</th>
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<tr>
<td>بالفيتامينات والكاربوهيدرات</td>
<td>حُضرار، فواكه، بُرغَل</td>
<td>لبنان</td>
<td>تفولة</td>
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6) The Healthiest Mae’eda. You are participating in a competition at an Arabic carnival. You have fifteen minutes to prepare the healthiest mae’eda from the dishes you have sampled. Be prepared to identify the dish and tell the judges why your mae’eda is the healthiest. Write the names of at least 3 food that sounds appealing to you and complete the following chart.

**Performance Tasks Assessments:**

7) Integrative Application and Extension, Real-World Presentational Tasks

8) Instruction and requirements

*Select one of the following options:*

a. planning a healthy school menu for Arabic culture month, planning a healthy “mae’eda” for the end of the month Arabic heritage carnival, planning a sketch of a consultation between a client and a nutritionist focusing on healthy lifestyles in the Arabic-speaking community.

b. The mae’eda has to reflect an Arabic culture. The food items should be from Arabic countries, the meal has to be healthy, and the table should reflect the Arabic culture.

c. planning a sketch of a consultation between a client and a nutritionist focusing on healthy lifestyles in the Arabic-speaking community.

9) Rubrics: See attached file

Students read the rubric with the teacher and discuss how their work will be graded.

A. Pre-Presentation: In groups, students use the information they collected from the internet to plan their mae’da, a visit to the nutritionist, and designing the meal for one week. For the mae’da scene, students assign roles on how and who would say what.

B. Students practice with each other their presentation.

C. Editing/Feedback: Teacher revise participants plan and provides suggestions for improvement.

1. Application and Extension: Real-World interpretive Task

A. Choosing a oral or written text: Students listen to a segment of al Jazziera for children program about the importance of morning breakfast or healthy living and identify the names of the interviewed children, from which Arab countries they came from, what would they eat for breakfast or as a snack, and what is their opinion about healthy eating or eating breakfast.
B. Students conduct research on the internet in order to locate dishes from different parts of the Arabic-speaking world. They identify the ingredients the dishes contain, whether they are healthy or not and whether they are served at breakfast, lunch or dinner, are main or side dishes, sweets or deserts.

2. Application and Extension: Real-World interpersonal Task

A. Creating prompts: Students share the results of their internet search with other members of the class in order to plan for Arabic culture month.

B. Rubric: see attached rubrics file
# Oral Presentation Rubric: Healthy Meal

**Teacher Name:** Nahil Ireiqat

**Student Name:** ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Shows full understanding of the topic.</td>
<td>Shows good understanding of the topic.</td>
<td>Shows good understanding of parts of the topic.</td>
<td>Does not understand the topic very well.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer most questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer some questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer few questions posed by classmates about the topic.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems rather prepared but needs more rehearsal.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal is lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Collaboration with Peers</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</td>
<td>Usually listens to, shares with and supports the efforts of others in the group. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces some words.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces few more words.</td>
<td>Often mumbles or can not be understood OR mispronounces most words.</td>
</tr>
<tr>
<td><strong>Stays on Topic</strong></td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89%-75%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
</tbody>
</table>
### Oral Presentation Rubric
*The Arabic Mae’da*

<table>
<thead>
<tr>
<th></th>
<th>5 Exceeds 4</th>
<th>3 Meets 2</th>
<th>1 Not Yet There 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding to Topics</strong></td>
<td>The presentation included almost all of the required topics</td>
<td>The presentation included some of the required topics</td>
<td>The presentation responded to few of the required topics</td>
</tr>
<tr>
<td><strong>The Use of Vocabulary and Phrases</strong></td>
<td>The students used many learned words and phrases to communicate ideas</td>
<td>The students used some learned words and phrases to communicate ideas</td>
<td>The students used few learned words and phrases to communicate ideas</td>
</tr>
<tr>
<td><strong>Comprehensibility, Spontaneity, and Cultural Appropriateness</strong></td>
<td>The presentation can be understood by classmates; it is spontaneous, and highly culturally appropriate</td>
<td>The presentation can be understood mostly by the teacher; it is somewhat spontaneous and culturally appropriate</td>
<td>The presentation is difficult to understand, lacks spontaneity, and lacks cultural appropriateness</td>
</tr>
</tbody>
</table>
In groups:
Watch the video and predict at least three (3) topics you think are presented.

http://www.jcctv.net/index-20786720010068.214674.html
• برنامج تلفزيوني مثل ...
• مقدمة البرنامج مثل ...
• أكل لذيذ ... يم يم البيتزا أكلة لذيذة (مأكولات لذيذة)
• جسم صحة
• مائدة – طبق – أطباق
• الغذاء الصحي ________ الغذاء غير الصحي
• التغذية / الغذاء
Watch the video and try to pay attention to words and phrases you can understand.
1. ما اسم الطبق الأول الذي تذوقته مقدمة البرنامج؟ حمص

2. ما اسم البنت: __________ اسمها بيرلا

3. من أين هي: __________ هي من لبنان

4. ما التحية التي تقولها مقدمة البرنامج: مرحبا بكم

5. ما التحية التي تقولها البنت: أهلا وسهلا فيكم في لبنان
ثانياً:
1. ما اسم الطبق المفضل لكل صديق

أ) بيرلا: تبولة
ب) الصديقة الأولى: ورق عنب
ج) الصديق الثاني: كبة
د) الصديقة الثالثة: لوبياء
مائدة لبنانية عليها أطباق كثيرة
5. List the words you hear that sound similar to English words you know.

1. حمص
2. كالسيوم
3. فيتامينات
4. أرز
5. معكرونة
6. كاربوهيدرات
7. بروتينات
حلويات
8. Number the food categories in the order they were presented in the video.

<table>
<thead>
<tr>
<th>البروتينات</th>
<th>اللحوم والبيض والأسماك</th>
</tr>
</thead>
<tbody>
<tr>
<td>الكالسيوم</td>
<td>الحليب ومشتقاته</td>
</tr>
<tr>
<td>الكربوهيدرات</td>
<td>الخبز والمعكرونة والأرز</td>
</tr>
<tr>
<td>الفيتامينات</td>
<td>الخضار والفواكه</td>
</tr>
</tbody>
</table>

الترتيب
1 2 3 4
10. What is the Arabic word for the essential liquid for life?

11. How much of this liquid should we drink each day?
رابعاً: اقرأ وضع إشارة صح (✓) أو خطأ (✗) ثم صحح العبارة

1. طبَّق بيرلا اللبناني المفضل الحمص ✗
2. على المائدة طَبَّق تبولة فَقَط ✗
3. الأطباق المفضلة للأصدقاء اللبنانيون: الخَبَز والكَبَّة و اللوبياء ✗
4. يحتوي الحليب على الكالسيوم ✓
5. تَحتوي الخضار والفواكه على البروتينات ✗
6. يحتوي الماء على الكربوهيدرات ✗
7. تحتوي اللحوم والأسمك على الفيتامينات ✗
8. تحتوي المعكرونة على الكربوهيدرات ✓
9. شرب الماء ضروري للجسم ✓
10. يحتاج الجسم إلى الغذاء ✓
12. What have you learned about the Lebanese “maee’dah” and about the Lebanese restaurants presented in the video?

13. Look at following pictures in the PowerPoint on Lebanese dishes and tell what food types they contain and what nutritional benefits you can derive from eating them.
التبولة
ورق عنب
لوبياء
كبة
1. You are invited to a food tasting event at an Arabic carnival. Ask the name of the food, try it, then pick your favorite.

http://www.youtube.com/watch?v=gBnZIxszhYk
Vendors: العارضين

Pick a card that has a dish and its ingredients on it. You will have a plate of food for visitors to sample. Read the ingredients in the dish; practice telling its ingredients and its nutritional value. You will answer questions about whether the dish is healthy and about the nutritional value of the dish.

Visitors: الزائرين

Ask the name of the dish (ما اسم هذا الطبق؟), try it, and then pick your favorite. Give your opinion of the dish: is it delicious, tasty, etc. (هو لذيذ، شهي، منيح) Ask if the dish is healthy and ask about its nutritional value.
ما اسم هذا الطبَّق؟

يَم يَم، إِنَّهُ لَذَيْد.

الحمص منيح كثير لَكِ.
<table>
<thead>
<tr>
<th>Vendors</th>
<th>العارضين</th>
<th>Visitors</th>
<th>الزائرين</th>
</tr>
</thead>
</table>
| основном | حمص | مرحباً / أهلاً وسهلاً ...
| حمص، طحينة، ثوم، | ما اسم هذا الطبق ؟
| بقدونس .. تفضلي / تفضلي .. | 
| نعم هو صحي جداً | لماذا يحتوي (ماذا فيه) ؟
| هو منيع كثير | شكراً، (ييم .. ييم .. هو لذيذ) |
| مع السلام | مرحباً / أهلاً وسهلاً |
An Invitation to an Eid Celebration

“A/B activity”

- You have been invited by Lebanese friends to celebrate Eid with their families. At the party, you and your friend who is also studying Arabic have selected different dishes. Both of you wish to go back and select other items. Ask your partner what he or she has selected and add these items to your plate.
<table>
<thead>
<tr>
<th>الطالب الثاني</th>
<th>الطالب الأول</th>
</tr>
</thead>
<tbody>
<tr>
<td>آكل حمص وتتبولة</td>
<td>لماذا تأكل؟</td>
</tr>
<tr>
<td>رقم الحمص واحد</td>
<td>ما رقم الحمص؟</td>
</tr>
<tr>
<td>آكل بابا غنوج وكبة</td>
<td>لماذا تأكلين؟</td>
</tr>
<tr>
<td>رقم الكبّة خمسة</td>
<td>ما رقم الكبّة؟</td>
</tr>
<tr>
<td>نعم هي لذيذة</td>
<td>الكبّة لذيذة</td>
</tr>
</tbody>
</table>
A Challenging Day at “Sham” Restaurant.

Twin Activity

- Five of you will have pictures of several dishes (the “tray”) and five of you will have a list of the names of these dishes (“the order”). You are the wait staff in a restaurant and the orders get mixed up. Ask and answer questions about the order until you have matched the “order” with the “tray”. The (A) sheet has names of the dishes ordered and (B) sheet has the pictures of the dishes ordered.
تبولة عدد (٢) كِبة عَدد (١)
فلافل عَدد (١) حَراق إصبعو عَدد (١)
Planning the Menu for a Party

- You belong to a group that promotes healthy eating habits. You were assigned the responsibility of planning the end of the year party and you would like to make sure that the dishes you provide are not only healthy but are liked by most group members. Mingle with the other members of the group, asking and answering questions about your favorite dishes from those you have tasted. You may describe other favorite dishes from other cultures and report whether they are healthy or not. (Speak with at least three (3) classmates and tell whether your favorite food is healthy or not, and why.)
كيف أسأل؟

ما هو طبقك المفضل يا بيرلا؟

وأنت؟ وأنت؟

ما هو طبقك المفضل يا سي جي؟

ما هو طبقك المفضل يا أمندا؟
أطباق صحيّة

أطباق غير صحيّة
فقير

غني
فقيـر

السـعرات الحرارية
غـني بـالفيتامينات

غـني

السـعرات الحرارية
غـني بالكالسيوم
اسأل واجب
ما هو طبقك المفضل؟
هل هو صحي؟ لماذا هو صحي/ غير صحي؟
هو غني بـ؟ هو فقير بـ مقليل/ مشوي
فيه حريرات كثيرة/ قليلة
Research on the Internet

- Search the internet and find three dishes from different Arabic-speaking countries. Name the food, identify its origin, tell what type of dish it is (salad, appetizer, main dish, desert), tell whether it is healthy or not, tell three of its main ingredients, and about its nutritional value.
محادثة

• ما اسم الطبق؟
• من أي بلد؟
• لماذا يحتوي؟
• هل هو طبق صحي؟ لماذا؟
Speak with at least three (3) classmates and tell whether your favorite food is healthy or not and why.

- هذا الطبق صحي جداً لأنّه غني بالكالسيوم والفيتامينات....
- هل طبقك/ طبقك صحي؟
- لماذا هو صحي؟ إنه غني بالكالسيوم
- ماذا يحتوي؟ ولماذا هو صحي؟ يحتوي على اللين ومشتقاته... وهو غني بالكالسيوم
Group Activity

- You are participating in a competition at an Arabic carnival. You need to prepare the healthiest “maee’da” from the dishes you have sampled. Be prepared to identify the dish and tell the judges why your “maee’da” is the healthiest and why it faithfully represents the culture of the Arabic-speaking world.