Theme: Arab Lifestyle  
Target Proficiency Level: Novice High to Intermediate Low  

Number of Hours: 20 Hours  

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Brief Description of Program  

In the Unit “Arab Lifestyle”, Novice High students will engage in activities that will help them learn about various cultural aspects that distinguish the lifestyle of Arab societies and communities, namely:  
- Arab cuisine  
- Arab clothes  
- The extended family  
- The weekend and Muslim prayers  

What Enduring Understandings are Desired:  

Students will understand various aspects of Arab lifestyle and similarities and differences between these aspects of Arab lifestyle and their own.  

What Essential Questions Will Guide this Program and Focus Teaching/Learning:  

1- What are the most famous Arab dishes you know?  
2- What other cultural influences have contributed to the richness in Arab cuisine?  
3- What are the Middle Eastern restaurants in your area? What Arab cuisine do you like?  
4- What would an Arab say when offering a guest something to drink?  
5- Can you describe in Arabic what your colleagues are wearing today?  
6- If you were to travel to the Middle East, what would you wear in summer? What would you wear in winter?  
7- How are some traditional clothes worn by the Arab and how are they similar or different from clothes from your culture?  
8- How strong are the ties between extended family members in Arab society?  
9- How often do extended family members visit each other and where do they usually meet?  
10- What days of the week make up the weekend in most Middle Eastern countries?  
11- How does an Arab family spend the weekend?
Standards/Goals:

Major Standards:

COMMUNICATION
Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics

CULTURES
Gain Knowledge and Understanding of Other 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
Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS
Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES
Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting
Supporting Standards:

Content:

Key Structure/Grammar:
1- Verbal noun, Change verbs to corresponding verbal nouns
2- Express reason, purpose
3- + pronoun suffixes.
4- Object pronouns

Key Vocabulary:
Skills:

Speaking:
- Talk about favorite foods.
- Through role playing, order Arab food in a restaurant.
- Narrate a story about some friends who met to dine out and talk about the meals they ordered.
- Describe what their colleagues are wearing.
- Describe what people are wearing in a picture.
- Answer simple questions in a discussion about clothing.
- Discuss with the teacher and colleagues the differences in relations between the nuclear family and the extended family.

Listening:
- Identify food vocabulary
- Identify vocabulary related to clothing.
- Watch a video about members of an extended family meeting and comment on what occurred. Compare the relationships among the extended family members in Arab society and those found in the societies in which the students live.

Reading:
- Scan a text for information.
- Answer questions based on a written text.

Writing:
- Create a poster about an Arab family’s activities on the weekend.
- Write a journal entry based on observations made about food, clothes, and activities in the “Arabesque” festival held in Chicago.

Connections to Other Disciplines:
Cuisine
History
Anthropology
Religion
Sociology

Technology Integration:
DVD from the Arabic language textbook Al-kitab fi ta'allum al-'arabiyya, Part 1 and Part 2 (Videos of dialogs and interviews about the Arab world).
Web sites
PowerPoint presentations

Assessments:

Performance tasks
- Identify food items in Arabic
- Talk in groups or pairs about what students like to eat and drink
- Through role playing, order a complete meal from a menu from a Lebanese restaurant.
- Skim a restaurant advertisement and answer questions about the restaurant name, its location, the kind of food it offers, and the food themes offered each day.
- Narrate a story about some friends who met to dine out and what meals they ordered.
- Describe what their colleagues are wearing.
- Describe what people are wearing in a picture.
- Answer some questions in a discussion about clothing.

**Quizzes, Tests, Prompts, Work Samples:**
- Quizzes
- Midterm and final exam
- Oral presentation
- Journals
- A project (a video accompanied by a commentary, a power point presentation demonstrating an aspect of Arab lifestyle)

**Unprompted Evidence (observations, dialogues)**
- Classroom participation
- Performance in dialogs, discussions, and role playing

**Can do Statements From Linguafolio**
Impersonal:
I can:
- exchange information using simple texts, graphs, or pictures.
- ask about and identify information in a graph.
- invite someone to do something or go somewhere.
- order a meal.

Interpretive:
I can:
- understand some simple conversations and descriptions.
- understand simple stories.
- identify lists.
- understand the purpose of simple, everyday material.

Presentational:
I can:
- write simple sentences about cultural features based on pictures or photos.

**Required Resources:**
TV, VCR and DVD player
Textbook: *Al-kitab fi ta’allum al-‘arabiyya* and accompanying DVDs
Computer with internet connection
Supplementary materials (hand outs, pictures)
Differentiation of Instruction:
To ensure full engagement of students with different learning styles, new vocabulary and information is introduced through a variety of forms such as written and audio texts, pictures, videos, and realia.

Instructional Strategies:
- Teacher – student interaction through questions and classroom discussions.
- Pair work and group work.
- Role playing
- Handouts based on activities
- Watching videos.

Links to relevant web sites:

Sub-theme(s)/unit(s)
- Arab food
- Arab clothing
- The extended family
- The weekend and Muslim prayers.

Lessons that support the sub-theme/unit:

Arab Cuisine:

1- What type of food do you like to eat?
2- Handout with the main food items? Meat– Chicken – Fish – Rice

– Soup – salad – vegetables – fruits – oil

3- Have you ever been to an Arab restaurant?
4- Are there any Arab restaurants in your area? If so, what are they?

5- What are the most famous Arab dishes?
6- After students watch a video on Arab cuisine:

- What are the types of cuisine that have contributed to the richness found in Arab cuisine?
7- In pairs, students skim a restaurant advertisement and answer questions about the restaurant name, location, the kind of food offered, and the food themes offered each day (Textbook page 96).

8- What would an Arab say when offering a guest something to drink?

9- Students watch a video showing a scene in a restaurant where the waiter is asking the customers what they would like to drink. 

10- Role playing: Take a couple of your colleagues to a Lebanese restaurant and order a complete meal, including drinks, appetizers, main dishes and desserts. Your teacher will be the waiter and will be available to describe some of the dishes. (An authentic menu is distributed.) (Textbook pages 97 – 99)

**Arab clothing:**

1- Handout with the main clothing items.

2- Can you describe in Arabic what your colleagues are wearing today?

3- Describe what people are wearing in a picture.

4- If you were to travel to the Middle East, what would you wear in summer? What would you wear in winter?

5- What are some traditional clothes worn by the Arab and how are they similar or different from clothes from your culture?

6- Write a journal entry based on observations made about food, clothes, and activities in the “Arabesque” festival held in Chicago.