Scope and Sequence
Grade Level: 11th

Unit 2: The Environment – البيئة

Focus Questions:

1. What is in our environment?
2. How does our environment impact our lives?
3. What things can be done to protect the environment?
4. How will going green affect our environment?
5. What factors human and non-human negatively impact our environment?
6. What is Global warming?
7. What are the main water sources in the Middle East?
8. How does lack of water contribute to economic and political tensions in parts of the Arab World?
9. What are the causes of Global warming?
10. What is environmental pollution and how has it affected our world?
11. What are different kinds of pollutants?
12. What natural disasters occur in the Middle East?
### Can Do:
1. Identify the different types of pollution.
2. Discuss causes of air, water, land, soil and noise pollution.
3. Describe and write about air, water, soil, land and noise pollutions and its effect on our health.
4. Write an essay about environmental pollution in parts of the Arab World and compare it with that in the U.S.
5. Research how increasing population and certain human activities contributed towards environmental pollution and global warming.
6. Discuss ways to protect the environment.
7. Discuss e-waste and its effects.
8. Tell how environmental pollution has affected our health.
10. Describe pictures related to environment and pollution.
11. Apply newly learned vocabulary and functional chunks in class discussion and writing.
12. Write simple paragraph about the topic I like.
13. Read works of literary and cultural criticism and deploy ideas from these texts in their own speaking and writing.
14. Express their own ideas and informed opinions after conducting research and reading literary texts

### Subunit 1 (20 days)
Environment  
Global Warming

### Subunit 2 (15 days)
Pollution  
Water

### Subunit 3 (10 days)
Natural disasters

### Cultural
Subunit 1: Environment Protection Societies in the different Arab countries;  
Subunit 2: Water crisis in the Middle East; Dead Sea Project; how Arab countries deal with drought; dams  
Subunit 3: Floods and earthquakes in the MENA region (Bahrain, Yemen, Algeria, Egypt, Morocco, Oman, Saudi); droughts and how they affect migration in the MENA region

### Vocabulary
<p>| Environment | بيئة | Atmosphere | جو | Rain forest | الغابات المطيرة |</p>
<table>
<thead>
<tr>
<th>Ecosystem</th>
<th>Desert</th>
<th>Ocean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate</td>
<td>Weather</td>
<td>Tundra</td>
</tr>
<tr>
<td>Waste</td>
<td>Global warming</td>
<td>Plains</td>
</tr>
<tr>
<td>Energy</td>
<td>Habitat</td>
<td>Mountains</td>
</tr>
<tr>
<td>Protect</td>
<td>Greenhouse effect</td>
<td>Warm</td>
</tr>
<tr>
<td>Save</td>
<td>Lightning</td>
<td>Temperature</td>
</tr>
<tr>
<td>Recycle</td>
<td>Monsoon</td>
<td>Acid rain</td>
</tr>
<tr>
<td>Conservation</td>
<td>Ozone</td>
<td>Mood</td>
</tr>
<tr>
<td>Solar</td>
<td>Impact</td>
<td>Malaria</td>
</tr>
<tr>
<td>stress</td>
<td>Affect</td>
<td>Storms</td>
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</tbody>
</table>

**Subunit 2:**

<table>
<thead>
<tr>
<th>Pollution</th>
<th>Radioactive waste</th>
<th>Sustainable</th>
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<tbody>
<tr>
<td>Pollutant</td>
<td>Carbon dioxide</td>
<td>Factors</td>
</tr>
<tr>
<td>Contamination</td>
<td>Types of pollution</td>
<td>&quot;Paint&quot;</td>
</tr>
<tr>
<td>Harmful</td>
<td>Air pollution</td>
<td>Paper</td>
</tr>
<tr>
<td>substance</td>
<td>Land pollution</td>
<td>Pesticides</td>
</tr>
<tr>
<td>Hazardous</td>
<td>Water pollution</td>
<td>Cleaning agents</td>
</tr>
<tr>
<td>Waste</td>
<td>Noise pollution</td>
<td>Technology</td>
</tr>
<tr>
<td>Dangerous</td>
<td>Visual pollution</td>
<td>Economic</td>
</tr>
<tr>
<td>Material</td>
<td>Light pollution</td>
<td>Political</td>
</tr>
<tr>
<td>Methane emissions</td>
<td>Thermal pollution</td>
<td>&quot;Lack of&quot;</td>
</tr>
<tr>
<td>Toxic</td>
<td>Earth surface</td>
<td>Soil</td>
</tr>
</tbody>
</table>

**Subunit 3:**

<table>
<thead>
<tr>
<th>Natural</th>
<th>Drought</th>
<th>Blizzards</th>
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<tbody>
<tr>
<td>Disaster</td>
<td>Monsoons</td>
<td>Sinkholes</td>
</tr>
<tr>
<td>Floods</td>
<td>Typhoons</td>
<td>Storms</td>
</tr>
<tr>
<td>Sand storms</td>
<td>Hurricanes</td>
<td>Volcanoes</td>
</tr>
<tr>
<td>earthquakes</td>
<td>thunderstorms</td>
<td>Tornadoes</td>
</tr>
</tbody>
</table>
emergency

Sometimes
Before
near

Sometimes أ娉iana
After قبل
Around قرب

احالة طوارئ
Period of طوال
As long, through, over

Grammar/ Writing Conventions

1. Derivation and the pattern system
2. Negation
3. Relative pronouns
4. Verbal nouns
5. Accusative of state
6. Adverbials of time and place

Teacher Resources:

Teacher developed materials (PPTs, worksheets, texts, assessment, recordings); authentic materials (realia, newspapers, magazines, trade books, etc.); Technology: Sony Lab, Whiteboard, ipods, ipads

online resources: 
http://www.arabicpod.net/learnarabic/upperIntermediate (multimedia lessons & tools for learning Arabic for different levels – floods, water, grammar)
**Learning Activities**

- Listen to conversation scenarios
- Watch videos related to the material
- Respond to specific questions
- Make flashcards for new vocabulary and phrases
- Prepare a photostory or PPT with captions on natural disasters.
- Group work: make a poster illustrating the different types of pollution and how to control it.
- Pair and group work to practice conversation scenarios and conduct research on the environment.
- Read from a variety of media resources to find information on environmental issues facing the MENA region

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<table>
<thead>
<tr>
<th>Link</th>
<th>Description</th>
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<tbody>
<tr>
<td><a href="http://arabalicious.com/">http://arabalicious.com/</a></td>
<td>(Arabic resources – classroom activities)</td>
</tr>
<tr>
<td><a href="http://www.laits.utexas.edu/aswaat/video_s.php">http://www.laits.utexas.edu/aswaat/video_s.php</a></td>
<td>(Aswaat Arabiya video selection)</td>
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<td><a href="http://welovearabic.wordpress.com/2012/05/27/al-jazeera-arabic-language-podcasts/">http://welovearabic.wordpress.com/2012/05/27/al-jazeera-arabic-language-podcasts/</a></td>
<td>(podcasts from Aljazeera)</td>
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<td><a href="http://www.youtube.com/watch?v=6bB60dLdZAE">http://www.youtube.com/watch?v=6bB60dLdZAE</a></td>
<td>(Pollution and its effects on global warming)</td>
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<td><a href="http://www.youtube.com/watch?v=oQgutOgqVgA">http://www.youtube.com/watch?v=oQgutOgqVgA</a></td>
<td>(Global warming)</td>
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<td><a href="http://jo-sec.org/">http://jo-sec.org/</a></td>
<td>(Jordan’s Environment Protection Society)</td>
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<tr>
<td><a href="http://www.ape.org.eg/WhoWeAre_arabic.html">http://www.ape.org.eg/WhoWeAre_arabic.html</a></td>
<td>(Egyptian Environment Protection Society)</td>
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<td><a href="http://www.env-pro.org/">http://www.env-pro.org/</a></td>
<td>(Syrian Environment Protection Society)</td>
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<td><a href="http://efsuae.wordpress.com/about/">http://efsuae.wordpress.com/about/</a></td>
<td>(UAE Environment Protection Society)</td>
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<td><a href="http://www.fm6e.org/ar.html">http://www.fm6e.org/ar.html</a></td>
<td>(Mohammad VI Environment Protection Society in Morocco)</td>
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<td><a href="http://thewaterproject.org/water-in-crisis-middle-east">http://thewaterproject.org/water-in-crisis-middle-east</a></td>
<td>(The Water Project - Middle East)</td>
</tr>
<tr>
<td><a href="http://ezekielproject.org/">http://ezekielproject.org/</a></td>
<td>(Ezekiel Water Project)</td>
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<tr>
<td><a href="http://www.youtube.com/watch?v=glAlsjd0IPc">http://www.youtube.com/watch?v=glAlsjd0IPc</a></td>
<td>(natural disasters in the Arab World)</td>
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<td><a href="http://www.youtube.com/watch?v=XCVhNUZjB0">http://www.youtube.com/watch?v=XCVhNUZjB0</a></td>
<td>(Earthquakes – Arabic)</td>
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<tr>
<td><a href="http://www.youtube.com/watch?v=QeFsoqj_Ozk">http://www.youtube.com/watch?v=QeFsoqj_Ozk</a></td>
<td>(Danger of droughts in the Middle East and causes)</td>
</tr>
<tr>
<td><a href="http://www.youtube.com/watch?v=bWPemVHfcNc">http://www.youtube.com/watch?v=bWPemVHfcNc</a></td>
<td>(Most important dams in the world – Arabic captions)</td>
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<td><a href="http://www.youtube.com/watch?v=6vM8ms65TEI">http://www.youtube.com/watch?v=6vM8ms65TEI</a></td>
<td>(Using water to generate electricity – the role of Arabs)</td>
</tr>
<tr>
<td><a href="http://www.syrianstory.com/n.halo.htm">http://www.syrianstory.com/n.halo.htm</a></td>
<td>(short stories by Syrian author Najat Halo)</td>
</tr>
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</table>
• Read Arabic literature to gain understanding and appreciation of the culture (Short story “The Earthquake” by Syrian author Najat Halo)
• In class group activities using games and manipulatives to practice using vocabulary, as well as reading and writing exercises
• Summarize research
• Sony computer lab for interactive lessons and activities
• Prepare lessons at home
• Present in front of a group.

Assessment/Projects

Summative Assessments

Interpretive tasks:
• From authentic printed and video internet resources (articles and videos), students will gather and analyze information about water issues and natural disasters in the Middle East.
• Students will virtually visit the Environmental Protection Societies in the different Arab countries and evaluate what’s being done to protect the environment.
• Students will meet via Skype with an expert on environmental issues from the Jordanian Environmental Protection Society and will listen to a brief overview of their mission and projects.
• Students will listen to presentations from their peers to answer questions and compare with their own research.

Interpersonal tasks:
• Students will have class discussions with a native speaker via Skype who is an expert on environmental issues from the Jordanian Environmental Protection Society on the mission and projects of the Society.
• Students will use a question/answer format to discuss what measures can be/need to be taken to protect the environment.
• After conducting their research, students will have a debate on water issues and the role that plays economically and politically in the Arab region.

Presentational tasks:
• Project - “Go green” – Students will make a community with recyclable materials and demonstrate how keeping our surroundings greener could help in reduction of pollution and saving our earth.
• Students will prepare a PPT presentation on water issues facing the ME and potential solutions.
• Students will work in small groups to make a Photostory using the iPad about the natural disasters that could threaten the MENA
region; movie will be presented to class.
• Students will write an essay about environmental pollution in parts of the Arab World and compare it with that in the U.S. Students will compare read their essays to class and discuss.

Formative Assessments

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
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| Internet Research | • Students will research environmental issues facing the MENA region, including water, pollution, and natural disasters and their effect on the environment.  
• Students will conduct research on the different types of environmental pollution in the MENA region and compare that to the U.S.  
• Students will research ways to decrease pollution and ways to “go green” |
| Role play      | • Students will debate issues related to water conflict in parts of the ME and how that affects the political and economic situation in the area. |
| Verbal         | • Students will present their PPT on water issues and Photostory on natural disasters to class.  
• Students will ask questions when they meet the environmental expert on Skype. |
| Written        | • Students will participate in written essay exams and spelling tests on a weekly basis. |
| Self-assess    | • Students will use (Linguafolio) for self-assessment  
• Students will list goals for next day  
• Students will reflect daily on the learning and |
questions for the following class.

- Students will write notes on a plus/delta chart to check if they met their goals

### TEKS/ Student Expectations

114.22.a.2A; 114.22.a.2B; 114.22.a.2F; 114.22.c.1A; 114.22.c.2A; 114.22.c.3A; 114.22.c.4A; 114.22.c.5A

### ACTFL Standards

- **Communication**
  - **Standard 1.2**: Students understand and interpret written and spoken language on a variety of topics.
  - **Standard 1.3**: Students present information, concepts, and ideas to an audience of listeners or readers 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.

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

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

- **Communities**
  - **Standard 5.2**: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

### Listening/ Reading/ Speaking/ Writing:

- **Listening**: students listen to language examples from teacher, native speakers/guests, videos from YouTube and other sources on environmental issues concerning the MENA region.

- **Speaking**: students practice pronouncing and using vocabulary words in different contexts, such as to converse with a partner, debate, or present to class; work in as teams to debate issues related to water and pollution; present research (written essay, photostory, PPT on environmental issues and natural disasters.)

- **Reading**: students read articles on environmental issues, pollution, water issues facing the ME; they read a short story about an earthquake.

- **Writing**: students write summary of their research findings on pollution solutions; they apply knowledge of grammar points by forming sentences describing environmental issues; rewrite in their own words a story they read about a natural disaster; they
type phrases and captions when making the presentations about natural disasters and making the poster about types of pollutions.

**Interpersonal Communication:**
- Students work in pairs or in small groups to come up with solutions for pollution problems; debate issues related to water concerns in the ME and how they affect politics and the economy.
- They will interview a native speaker who is an environmental expert to discuss mission and projects being done to protect the environment.

**Interpretive Communication:**
- Students will listen to language examples presented by the teacher;
- They will respond to specific questions and videotaped scenarios;
- They will understand and recognize the many concerns facing the MENA region in relation to environmental and water issues by watching videos and listening to explanation from natives or from reading articles.

**Presentational Communication:**
- Students will present their “going green” project.
- They will present their PPTs, photostory, and research findings on environmental issues and natural disasters in the MENA region.