

Year 12 Arabic Extension – Unit of Work, Term 4

To be taught in this unit:

Responding critically and creatively to the prescribed issues
Skills in analysis and critical thinking
Story 1 of 'Hidden fire' – And the statue broke **وَنَحَطُّمُ الصَّنَمِ**

Unit information	Unit outline
<p>Indicative time: 10 weeks</p> <p>The theme – The individual and contemporary society</p> <p>Formative Assessment: Ongoing assessment – observation and teacher’s anecdotal notes and records, along with evaluation of work samples and analysis of contribution to class discussions.</p>	<p>Students will explore the prescribed issues through the prescribed texts</p> <p>Prescribed issues:</p> <ul style="list-style-type: none"> • Transformation • Relationships • Tolerance of difference <p>Examples:</p> <ul style="list-style-type: none"> • Change of attitude / aspiration and desire for wealth / overcoming adversity • Responsibility towards others / friendships / influence of society on personal choices • Gender issues <p>Prescribed texts:</p> <ul style="list-style-type: none"> • Text 1 (Short Stories) 'Hidden fire' by Rose Ghraib, Story 1 – And the statue broke وَنَحَطُّمُ الصَّنَمِ
Objectives	Targeted outcomes
<p>Objective 1: Present and discuss opinions, ideas and points of view in Arabic</p> <p>Objective 2: Evaluate, analyse and respond to text that is in Arabic and that reflects the culture of Arabic-speaking communities</p>	<p>The student:</p> <ul style="list-style-type: none"> • discusses attitudes, opinions and ideas in Arabic • formulates and justifies a written or spoken argument in Arabic • 2.1 evaluates and responds to text personally, creatively and critically • 2.2 analyses how meaning is conveyed • 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Arabic

Learning intentions	Success criteria	
<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • identify issues and discuss attitudes, opinions and ideas in texts • present and justify a point of view • critically analyse or evaluate prescribed texts • respond to prescribed texts personally, creatively and critically • explore the relationship between the issues and the prescribed short stories • use complex and varied language to develop a range of ideas and opinions • analyse the sociocultural and literal context of the prescribed short stories 	<p>Evidence of successful learning will include:</p> <ul style="list-style-type: none"> • ability to examine information in texts to identify and analyse textual elements such as viewpoints, themes, stylistic devices, influences and values • ability to formulate an argument and express ideas and opinions effectively • ability to analyse the prescribed short story by interpreting text, subtext and nuances, and clearly identify and explain the issues and sub-issues of the extract • ability to respond to and evaluate prescribed texts critically and sensitively and communicate information and ideas clearly and accurately • ability to compare the way issues are explored in the related texts and in the prescribed text • ability to compose original texts using a range of language structures and vocabulary appropriate to audience, purpose and context • ability to engage with texts and analyse how language use and lexical choices varies according to social, political and cultural contexts and purposes 	
Language examples	Related texts	Text types
<p>Vocabulary, idiomatic expressions and grammar from the Arabic Continuers Syllabus (assumed knowledge).</p> <p>Grammatical structures from section 8.5 of the Arabic Extension Stage 6 Syllabus (page 15).</p> <p>Knowledge and understanding of features specific to the prescribed text.</p> <p>Explore vocabulary in the short story 'And the statue broke' وَتَحَطَّمُ الصَّنَمَ</p>	<p>Related texts to supplement the study of the prescribed text can be found in Stage 6 Arabic Extension - support materials</p>	<p>Use relevant text types from the Continuers and Extension syllabuses:</p> <ul style="list-style-type: none"> • Monologue • Debate • Multimedia text

Resources

- [Arabic Extension Syllabus](#)
- [Extension resources on Yammer](#)
- [NESA past HSC exam papers](#)
- [HSC examinations in Extension language courses - advice for students](#)
- [Text types](#)
- [Stage 6 Arabic Extension - support materials](#)
- Text 1 (Short Stories) 'Hidden fire' by Rose Ghraib, Story 1 – And the statue broke وَتَحَطَّمُ الصَّنَمُ

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1	- Throughout the unit, engage students with a variety of texts on the prescribed issues, discussing their ideas and opinions in class. This will give them an in-depth understanding from several perspectives and provide them with the vocabulary and range of ideas.	Students explain the issues covered in texts using appropriate and range of vocabulary and structures. Teacher provides guidance and suggestions, as required.	
1.1 1.2	- Preparing students to present opinions and argue a case Students use Arabic to discuss attitudes, opinions and ideas and to formulate and justify an argument, using a range of strategies to complete the following activities.	Teacher observation of level of participation in class discussion and oral feedback.	

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2.1 2.2 2.3	<p>- Soapbox activity</p> <p>a) Familiarise students with current affairs and encourage speaking. Students discuss something that has occurred in world current affairs that week that is of interest to them and prepare an impromptu speech.</p> <p>b) Complete the soapbox activity initially in English, so that the students are familiar with the format. Once the students are ready to practise the activity in Arabic, limit the scope to the prescribed issues, discussing any relevant current news items, songs or TV programs that explore similar issues. Students complete a table, like the one below, while listening to their classmates speak. Review unfamiliar vocabulary.</p> <table border="1" data-bbox="333 807 1303 916"> <thead> <tr> <th data-bbox="333 807 860 858">Language structures used</th> <th data-bbox="860 807 1303 858">Unfamiliar vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="333 858 860 916"></td> <td data-bbox="860 858 1303 916"></td> </tr> </tbody> </table>	Language structures used	Unfamiliar vocabulary			<p>Students' ability to prepare an impromptu speech.</p> <p>Students' participation in the activity and engagement with the materials to develop their skills, knowledge and understanding.</p> <p>Students' ability to complete the table while listening to their classmate speak.</p> <p>Teacher observation of students' level of participation in class discussion.</p>	
Language structures used	Unfamiliar vocabulary						
1.1 1.2	<p>- Looking at both sides of an argument</p> <p>Individually, in pairs or in small groups, students answer 3 questions in relation to the following statement:</p> <p><i>'The lifestyle of all countries is enriched by immigrant cultures.'</i></p> <ol style="list-style-type: none"> 1. What are the positive ideas about this? 2. What are the negative ideas about this? <p>- What is interesting about this?</p>						
	<p>- Class discussions</p> <p>Use class discussions, in English or Arabic (depending on context), to gather ideas and debate the pros and cons related to a topic or question. The results of the discussions can then be organised and used to formulate responses to topics and questions in Arabic. For example:</p>	<p>Class discussion and teacher feedback on student contributions.</p>					

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	<p><i>'Meaningful relationships help us to confront the ups and downs of life.'</i> Do you agree with this statement?</p>		
<p>1.1 1.2</p>	<p>- Writing activity <i>'Self-acceptance is harder than accepting others'.</i> What is your opinion? Give reasons for your answer.</p> <ul style="list-style-type: none"> a) Brainstorm ideas and record them on the board. Organise points/ideas into 'for' and 'against' the argument. As a class, decide which side of the argument is easier to present. b) Using the ideas gathered, ask individual students to write their own response. Share the sample responses as a class. c) Deconstruct the sample responses and come up with a skeleton structure common to all good responses – introduction, main body and conclusion. Go through the sample response structure below. d) Joint construction – students create a group response in Arabic to the same question by fleshing out their argument using the sample structure. Working in pairs or groups of 3, students take an aspect of the structure and write a paragraph on it. e) When all students in the group have finished, put the paragraphs together to make a whole response. The opening statement, brief outline and concluding statements can be written at the same time. There may be some repetition through the argument, but students should gain confidence and the ability to put together a response before writing individual responses. f) Individual construction – students write their own response to the same question using ideas and skills gathered in this exercise. 	<p>Students construct their own responses taking on board the examples and suggestions gathered and discussed earlier.</p> <p>Students demonstrate their ability to structure a coherent argument using appropriate language and the features.</p>	

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1.1 1.2	<ul style="list-style-type: none"> - Speaking activity <i>'The generation gap is beneficial to society'. Do you agree?</i> Give students 7 minutes preparation time. At the end of the 7 minutes they record their response. They should not stop the recording until they have completed their response. When finished, they play back the recording. - <i>'Personal experiences are the main factor in shaping one's identity'. Do you agree?</i> Students record a monologue at home and bring it to class for peer assessment. This will help them to develop confidence in recording their voice and to become used to speaking clearly and at an even pace. Peer assessment is recommended for this exercise, as other students learn from their peers' strengths and weaknesses. - Sample response structure <ul style="list-style-type: none"> • Make an opening statement contextualising the question. • State your argument/opinion on the question/stimulus – this may be for, or against, or a more balanced view. • Provide point 1 related to your argument with 2 detailed examples. • Provide point 2 related to your argument with 2 detailed examples. • Draw your conclusion. Do not just reiterate the point that you made in your introduction. • Provide some future advice/direction/suggestions related to your conclusion. 	Students practise developing and presenting a monologue that is well sequenced and has depth and breadth.	
1.1 1.2	<ul style="list-style-type: none"> - Exploring the short story: And the statue broke Students research and report back on the author, 'Rose Ghraib'. As a class, students brainstorm the types of short stories that they have read and where these stories come from, for example historical events, significant people, our landscape. These may be stories of achievement, adversity, survival, resilience, etc. Teacher introduces short stories. 	Students actively engage in the brainstorming activity. Teacher discusses students' ideas and poses questions to check their understanding and provides them with feedback.	

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2.1 2.2 2.3	<p>هناك قصص قصيرة واقعية حدثت بالفعل ، نتعلم من خلالها العديد من التجارب والحكمة في الحياة. كما هناك أيضا قصص خيالية قصيرة ممتعة ومفيدة. يحب الناس قراءة قصة قصيرة لأنها تتميز بوجود الحكم التي يستفيد منها القارئ علاوة على أنه تحتوي على أحداث قصيرة وسريعة لا تحتاج لوقت طويل لقراءتها كما هو الحال في الروايات الطويلة.</p> <p>The teacher may like to provide the students with background information on the prescribed stories prior to embarking upon a study of the various texts.</p> <p>Use the Popsicle stick method (theteachertoolkit.com/index.php/tool/popsicle) as pre-assessment for learning and determine what students already know about conventions of the short story form, characterisation, and of narrative including character, conflict, events and setting.</p> <ul style="list-style-type: none"> - The teacher explains the features of a short story: <ul style="list-style-type: none"> o setting (context) o plot structure o point of view. - Students share prior knowledge around the ways authors create character through features such as: <ul style="list-style-type: none"> o physical appearance o thoughts, actions, words, habits, possessions o attitudes and values o relationships with others. - Flipped classroom: Students read the story at home and summarise and identify key issues and ideas to report back to class. 		

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	<p>- Activity 1</p> <p>Students use a graphic organiser to assist them in extracting the elements of the story and organise them in a visual way. Students discuss how these elements contribute to the overall meaning and effect of a story.</p> <p>Students discuss the issues raised in the short story, and write a synopsis of the story in both Arabic and English.</p>	<p>Students' contributions to the document. Teacher provides individual feedback.</p>	
<p>1.1 1.2 2.1 2.2 2.3</p>	<p>- Activity 2</p> <p>Layers (students may draw this up as a table in their books).</p> <p>Storyline: What is the message of the story?</p> <p>Aesthetic: What is the appeal of the story? What captures your attention and imagination, keeping you interested?</p> <p>Mechanical: What language techniques are significant in the story? What do you notice about form and structure?</p> <p>Dynamic: What makes the story dynamic? Describe elements of emotion and tension in the story.</p> <p>Connection: What are the connections between this story and the prescribed issues?</p>	<p>Students' ability to answer the questions appropriately.</p> <p>Teacher monitors students' contribution and identifies issues and provides suggestions.</p> <p>Students answer questions accurately and succinctly.</p> <p>Teacher marks students' work and provides feedback.</p>	
<p>1.1 1.2 2.1 2.2 2.3</p>	<p>- Activity 3</p> <p>Students complete study guide questions to help them in understanding the story by answering comprehension, inferential, and literary element questions:</p> <p>a) Explain how the issue of transformation is explored through the desire for wealth and power.</p> <p>b) Throughout the story, we discover a change in Samih's attitude and behaviour towards his sister. How is the issue of transformation explored in this change?</p>	<p>Students respond to the study guide questions.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	

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	<p>c) What caused Soumayah to change her perspective towards life?</p> <p>d) How does the language used describe Soumayah's reaction to the phone call?</p> <p>e) How is the issue of relationship explored in this short story? (pages 17,19, 21, 24)</p> <p>f) Describe how Soumayah's caring attitude reflects her strong sense of responsibility towards others.</p> <p>g) Explain the following expression: "أفاقت لترى ... تحطم الصنم بين يديها"</p> <p>h) Compare the characters of Soumayah and Samih as depicted in this short story.</p> <p>i) How is the issue of tolerance and difference explored in this story?</p> <p>j) How does the choice of friends affect the individual's relationship with others?</p> <p>The class engages in a discussion on the issues covered in the story. Focusing on, in particular, the cultural misunderstanding between men and women and Sami's behaviour towards his sister, stripping his sister of her inheritance.</p>		
<p>1.1 1.2 2.1 2.2 2.3</p>	<p>- Activity 4</p> <p>Listening/viewing activity: Online discussion session on Gender equality news on www.un.org</p> <p>جلسة حوارية ونقاش ومدخلات جلسة حوارية حول المساواة بين الجنسين تتطلب مشاركة الرجال والنساء</p> <p>The teacher selects a recorded discussion on 'Tolerance of difference - gender equality'. Students view the video and listen to the recording to gain an understanding of the event/issue. The following process can be used to facilitate this:</p> <ol style="list-style-type: none"> 1. Students listen to the discussion once and compose a brief summary of what they heard/viewed and the issue that was discussed. (Give students a word or sentence limit to encourage them to record only the key information.) 	<p>Students demonstrate their understanding of the issues and ideas discussed in the online discussion session by providing detailed and perceptive answers to the questions.</p> <p>Teacher provides feedback on students' written responses.</p>	

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	<p>2. Tell students that they will now be listening for specific information.</p> <ul style="list-style-type: none"> ○ What event are the people discussing? ○ How does the speaker feel about this event? ○ What impact has the event had? ○ Ask students which words or what language they would listen for in order to find this information (for example, to identify how the speaker felt, they would listen for descriptive words and/or emotive words). <p>Students listen to the discussion again, taking notes to answer the question.</p> <p>Ask students if the non-verbal language had helped them to answer the questions (for example pauses, tone of voice, laughter). Students listen to the discussion for a third time, noting any relevant non-verbal language to assist them to answer the questions.</p> <p>الفكرة الرئيسية التي عالجها النقاش هي أهمية المساواة بين الجنسين، وأيضا في تفعيل دور المرأة وتمكينها سياسيا اقتصاديا.</p> <p>Students think about how they can act to facilitate equity and justice for others through their choices and actions.</p>		
<p>1.1 1.2 2.1 2.2 2.3</p>	<p>- Activity 5</p> <p>Debate on tolerance of difference – Gender equality. Teacher explains the activity and demonstrates the thought process that leads to the response. Students participate in a class debate/Socratic circle with reference to the following statement:</p> <p>- واجب الرجل في توفير الرعاية للأسرة وواجب المرأة في رعاية المنزل</p>	<p>Students participate in the activity, discussing the key features, exchanging ideas and thoughts, using relevant expressions and vocabulary and building on their content knowledge.</p>	




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1.1 1.2	<p>- Activity 6</p> <p>Students research and create a multimedia text. Discuss (in Arabic) the topic: 'How do gender stereotypes hold women back'. Students then present findings using digital technologies.</p> <ul style="list-style-type: none"> • Students plan their text, applying knowledge of text structures and features to help achieve the purpose of the text. • Students create their texts using digital technologies (e.g. digital camera, video recorder computer software such as Photo Story, iMovie, Live, Movie Maker, Picasa). • Students present their text to the class, explaining their choice of various features that they use to help them to deliver their key message (e.g. language features, images, sound, layout). <p>Students reflect on the effectiveness of their own and others' texts.</p>	<p>Teacher facilitates the activity, guides discussion, inspires thinking and provides feedback at the conclusion of the discussion.</p> <p>Students show skills in researching, interpreting, evaluating and presenting key perspectives.</p> <p>Students engage with the topic and the issues of the task confidently, accurately and convincingly.</p> <p>Draft of multimedia text is peer assessed for grammatical accuracy, use of appropriate ideas and structure. Students amend their draft accordingly.</p>	
1.1 1.2	<p>- HSC examination requirements</p> <p>Explore the document 'HSC examinations in Extension language courses – advice for students'</p> <p>Teacher explains the examination requirements.</p> <p>Students:</p> <ul style="list-style-type: none"> ○ Revise glossary of terms ○ Discuss how to approach the exam ○ View a sample of a past exam paper and marking guidelines and go through notes from the marking centre. 	<p>Teacher provides feedback on final multimedia text.</p>	

Registration

After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. The evaluation process should include feedback from students and will inform the next steps in student learning.

Teacher evaluation

Comments / variations

How did the unit 'rate' in these areas?				
• Time allocated for topic				
• Student understanding of content				
• Opportunities for student reflection on learning				
• Suitability of resources				
• Appropriate sequence of activities				
• Differentiation strategies used				
• Variety of teaching strategies				
• Variety of assessment for/as learning strategies				
• Integration of Quality Teaching dimensions				
• Integration of information and communication technology				
• Literacy and numeracy strategies used				
• Learning across the curriculum content incorporated				
• Effectiveness of assessment strategies				

Date commenced		Date completed	
Teacher name		Teacher signature	
Curriculum Coordinator signature		Supervisor signature	