

## Year 12 Arabic Extension – Unit of Work, Term 1

### To be taught in this unit:

Responding critically and creatively to the prescribed issues  
Skills in analysis and critical thinking  
Stories 2 and 3 of 'Hidden fire' – The Suitcase الحقيبة and The hand of destiny يَدُ الْقَدَرِ

### Unit information

**Indicative time:** 10 weeks

**The theme** – The individual and contemporary society

**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.

**Formal Assessment:**

**Task 1**

Term 1 Week 8

- Speaking 10%
- Writing 20%

### Unit outline

Students will explore the prescribed issues through the prescribed texts

**Prescribed issues:**

- Transformation
- Relationships
- Tolerance of difference

**Examples:**

- Personal growth and change of attitude / aspiration and overcoming adversity / aspirations and desire for wealth / change of attitude / decision making
- Family responsibility and expectations / money, poverty and exploitation / family and social relationships / friendship
- Discrimination / judging on appearance / status and stereotypes

**Prescribed texts:**

- Text 1 (Short Stories) 'Hidden fire' by Rose Ghraib, Story 2 – The suitcase الحقيبة and Story 3 – The hand of destiny يَدُ الْقَدَرِ

### Objectives

**Objective 1:**

Present and discuss opinions, ideas and points of view in Arabic

**Objective 2:**

Evaluate, analyse and respond to text that is in Arabic and that reflects the culture of Arabic-speaking communities

### Targeted outcomes

**The student:**

- 1.1 discusses attitudes, opinions and ideas in Arabic
- 1.2 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><b>By the end of this unit students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify issues and discuss attitudes, opinions and ideas in texts</li> <li>• present and justify a point of view</li> <li>• critically analyse or evaluate prescribed texts</li> <li>• respond to prescribed texts personally, creatively and critically</li> <li>• explore the relationship between the issues and the prescribed short stories</li> <li>• use complex and varied language to develop a range of ideas and opinions</li> <li>• analyse the sociocultural and literal context of the prescribed short stories</li> </ul>	<p><b>Evidence of successful learning will include:</b></p> <ul style="list-style-type: none"> <li>• ability to examine information in texts to identify and analyse textual elements such as viewpoints, themes, stylistic devices, influences and values</li> <li>• ability to formulate an argument and express ideas and opinions effectively</li> <li>• 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</li> <li>• ability to respond to and evaluate prescribed texts critically and sensitively and communicate information and ideas clearly and accurately</li> <li>• ability to compare the way issue(s) is/are explored in the related text and in the prescribed text</li> <li>• ability to compose original text using a range of language structures and vocabulary appropriate to audience, purpose and context</li> <li>• ability to engage with texts and analyse how language use and lexical choices varies according to social, political and cultural contexts and purposes</li> </ul>	
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 <a href="#">Arabic Extension Stage 6 Syllabus</a> (page 15).</p> <p>Knowledge and understanding of features specific to the prescribed text.</p> <p>Explore vocabulary in The suitcase الحقيبة and The hand of destiny يَدُ الْقَدَرِ</p>	<p>Related texts to supplement the study of the prescribed text can be found in <a href="#">Stage 6 Arabic Extension - support materials</a></p>	<p>Use relevant <a href="#">text types</a> from the Continuers and Extension syllabuses:</p> <ul style="list-style-type: none"> <li>• Monologue</li> <li>• Blog</li> <li>• Article</li> <li>• Reflective writing/journal</li> </ul>

## Resources

- [Arabic Extension Syllabus](#)
- [Extension resources on Yammer](#)
- [NESA past HSC papers](#)
- [HSC examinations in Extension language courses – advice for students](#)
- [Text types in Continuers](#)
- [Stage 6 Arabic Extension - support materials](#)
- Text 1 (Short Stories) 'Hidden fire' by Rose Ghraib, Story 2 – The suitcase الحقيبة and Story 3 – The hand of destiny يَدُ الْقَدْرِ

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
	<ul style="list-style-type: none"> <li>- Teacher introduces the unit by explaining unit intent and reviewing features of short stories.</li> </ul>		
1.1	<ul style="list-style-type: none"> <li>- <b>Activity 1</b> <b>Activating prior learning</b> <ol style="list-style-type: none"> <li>Discuss/explain the elements of a short story and plot. Explore what students know about figurative language, dialogue, description and emotive language.</li> <li>Use <a href="#">Mentimeter</a> and/or <a href="#">Poll Everywhere</a> to allow students demonstrate prior learning in response to set questions.</li> </ol> </li> </ul>	<p>Teacher accesses <i>Mentimeter</i> and/or <i>Poll Everywhere</i> to monitor students' contributions and to provide feedback.</p> <p>Class discussion and teacher feedback on student contributions.</p> <p>Students' ability to summarise key ideas and issues.</p>	
1.1 2.1	<ul style="list-style-type: none"> <li>- <b>Flipped classroom:</b> Students read the story at home and summarise and identify key issues and ideas to report back to class.</li> </ul>		
2.1 2.2 2.3	<ul style="list-style-type: none"> <li>- <b>Activity 2</b> <b>Exploring the short story: The Suitcase الحقيبة</b> In pairs, students divide the plot into the following sub-elements using Google Docs: Introduction, rising action, climax, falling action and resolution. Students compare their work with other students in class.</li> </ul>	<p>Teacher observation of level of participation in class discussion and oral feedback.</p> <p>Teacher accesses Google Docs to monitor students' contributions and to provide feedback.</p>	

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	عناصر القصة القصيرة: إطار القصة: الوقت والزمان اللذان تحدث فيهما القصة. الصراع : المشكلة أو المعاناة. الشخصيات: تشمل الشخصيات الرئيسية والثانوية . وجهة النظر: هي رأي الشخص الذي يروي القصة.	Teacher discusses students' ideas and poses questions to ensure students have considered all key learnings required.	
2.1 2.2 2.3	<p>- <b>Activity 3</b></p> <p>Students complete study guide questions to help them understand the story by answering comprehension, inferential, and literary element questions. These include the below:</p> <ul style="list-style-type: none"> <li>o Explain the reasons behind the main character's change of attitude in 'The suitcase'.</li> <li>o How is poverty explored in 'The suitcase'?</li> <li>o Explain how aspiration is portrayed through the main character in 'The suitcase'.</li> <li>o Analyse responsibility towards others, as depicted in the character of the young girl.</li> <li>o Explore how the language used in this story reflects the main character's relationship with her father.</li> <li>o Describe how the main character's life experiences affected her views towards relationships.</li> <li>o Explain the following quotation: "إن السعادة وهم وخيال"</li> <li>o Explain how tolerance of differences is treated in 'The suitcase'.</li> <li>o How is discrimination portrayed throughout 'The suitcase'?</li> </ul>	<p>Students complete the activity clearly identifying attitudes, themes and quotes.</p> <p>Teacher marks students' work and provides feedback.</p>	
2.1 2.2	<p>- <b>Activity 5</b></p> <p>Students make a grid listing the three prescribed issues and compile examples from the story where those issues appear.</p>	<p>Students' ability to compile examples from the story.</p> <p>Teacher observation and oral feedback on how well students participate.</p>	

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1.1 1.2	<ul style="list-style-type: none"> <li>- <b>Activity 6</b> Students discuss what to include in a blog post (an introduction, sequencing of information and ideas and a conclusion) and write a blog post in Arabic for their class website, explaining how, in their view, discrimination is portrayed throughout the story.</li> </ul>	<p>Teacher marks the blog post and provides feedback clearly identifying areas for improvement.</p> <p>Teacher gives oral/written feedback on summarising and identifying key information.</p>	
2.1 2.2 2.3	<ul style="list-style-type: none"> <li>- <b>Activity 7</b> <b>Exploring the short story: The Hand of Destiny</b> يَدُ الْقَدْرِ <b>Flipped classroom:</b> Students read the story at home and summarise and identifying key issues and ideas to report back to class.</li> <li>- <b>Introductory discussion</b> Class discussion on various traditions of marriage and expectations in Arab countries and their suitability nowadays, particularly to the Australian way of life. Include considerations such as age of the bride and groom, financial status, parents' expectations, education and interpersonal qualities.</li> </ul>	<p>Teacher observation and oral feedback on how well students participate.</p> <p>Students' ability to clearly identify and discuss the relevant elements of the story.</p> <p>Teacher guides class discussion.</p>	
2.1 2.2	<ul style="list-style-type: none"> <li>- <b>Activity 8</b> Students use a graphic organiser to assist them in extracting the elements of the story and organising them in a visual way. Students discuss how these elements contribute to the overall meaning and effect of a story</li> </ul>	<p>Students actively engage in the activity, and provide relevant and appropriate responses supported by evidence.</p>	
2.1 2.2	<ul style="list-style-type: none"> <li>- <b>Activity 9</b> Students identify the conflict in the story, explaining the character Wafiq's point of view. They identify devices used to establish, foreshadow or introduce this conflict and establish a certain tone. Students should support their ideas with evidence.</li> </ul>	<p>Teacher discusses students' ideas and poses questions to ensure students have considered all key learnings required.</p>	
2.1 2.2	<ul style="list-style-type: none"> <li>- <b>Activity 10</b> Students complete study guide questions to help them in understanding the story by answering comprehension, inferential, and literary element questions:</li> </ul>	<p>Students demonstrate skills in developing an in-depth study of the story with detailed study notes and issues clearly identified.</p>	

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2,3	<ol style="list-style-type: none"> <li>1. Just or unjust? List the main events of the story and complete the table providing reasons.</li> <li>2. What is the significance of the title? Discuss its relevance to the story.</li> <li>3. The writer mentioned 2 incidences throughout the story in which destiny played a major role. Describe these events.</li> <li>4. Compare the 2 females in the story. How did Wadad feel about Asma's wedding and vice versa?</li> <li>5. Discuss the role of the 2 mothers in the story in relation to societal pressures.</li> <li>6. According to the story, how important is financial stability when proposing marriage in Middle Eastern society? Consider the brides' and the grooms' perspectives by giving examples from the text.</li> <li>7. Comment on the groom's reaction when he informed Asma that he had received a letter from his uncle living overseas asking him to leave immediately.</li> <li>8. How did Wafiq's trip affect Asma? Give details.</li> <li>9. How did Wafiq cope with change? Refer to the text.</li> <li>10. Was Wafiq's proposal to Wadad justified? Explain with reference to the text.</li> <li>11. In your opinion, would Wafiq be deceiving Asma if he married her?</li> <li>12. Do you think Wafiq was a scrounger? Explain.</li> <li>13. How do you think society would react if Asma left Wafiq because of his low financial status and chose to marry his friend who is richer?</li> <li>14. How is the issue of relationships developed in the story?</li> <li>15. How successful was the narrator in her choice of words to stress the important role that social pressure plays in decision making?</li> <li>16. Do you think Wadad's acceptance to marry Wafiq is a betrayal of her friendship with Asma? Explain.</li> <li>17. If you could become one of the characters in the story, who would you be and why?</li> <li>18. What does the dialogue between the villagers tell us about them?</li> <li>19. What impression does the last paragraph leave on the reader?</li> </ol>	Students submit written study guide responses for teacher feedback.	

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1.1 1.2 2.2	<p>- <b>Activity 11</b> Students pretend to be a character from the short story and answer the following questions as if they were that character:</p> <ul style="list-style-type: none"> <li>○ Where do they live?</li> <li>○ How are they feeling? And why?</li> <li>○ What job do they have, what job do they want?</li> <li>○ What are they upset about?</li> <li>○ What is causing them to frown?</li> <li>○ What is their biggest desire?</li> <li>○ What are their flaws?</li> <li>○ What's lingering in the back of their mind?</li> </ul> <p>In a word document or workbook students write their ideas and responses from the above questions.</p>	<p>Students' responses are clear and ideas well organised.</p> <p>Teacher marks students' work and provides feedback.</p>	
1.1 2.1 2.2 2.3	<p>- <b>Activity 12</b> - Unpacking an article.</p> <p>Students read the following article about relationships <a href="http://vallanzaker.org">vallanzaker.org</a></p> <p>مقال عن الصداقة ، فالصديق هو الذي يشاركنا حياتنا. الصداقة الحقيقية هي من أفضل العلاقات التي يحظى بها الانسان. أنواع الاصدقاء: الصديق الوفي، الصديق الفكاهي، صديق المنفعة، صديق السوء والصديق المشاكس</p> <p>Students answer the following questions based on the article:</p> <ul style="list-style-type: none"> <li>● What is the article discussing?</li> <li>● What are the key terms used in the article?</li> <li>● What are the key points discussed in the article?</li> <li>● Create three questions that arise from reading the article.</li> </ul>	<p>Students' ability to analyse the questions in the article.</p> <p>Teacher provides written feedback on their work.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1 1.2	<p>- <b>Activity 13</b></p> <p>Students create a reflective text to present feelings about themes of personal or social relevance such as friendships/relationships and contemporary issues.</p>	<p>Students' ability to create a reflective text by adding a personal reflection based on the issues raised in the article.</p> <p>Teacher provides guidance and suggestions, as required.</p>	
1.2 2.1 2.2 2.3	<p>- <b>Activity 14</b></p> <p>As a class, students brainstorm phrases and expressions to build an argument and build meaningful sentences.</p> <p>Students are given mixed statements to categorise under relevant headings (opening statements, introductory statements and concluding statements).</p> <p>The teacher revises the structure of a monologue and the class jointly construct a monologue.</p> <p>Students experiment with taking notes and planning a monologue on the following topic 'Young people are able to overcome the barriers that older generations have established. Do you agree?' الشباب قادرون على التغلب على الحواجز التي وضعتها الأجيال الأكبر سناً</p>	<p>Teacher facilitates the brainstorming activity and asks relevant probing questions to elicit responses.</p> <p>Students' ability to construct a monologue. Peer marking and feedback.</p> <p>Students submit their work for teacher feedback.</p> <p>Teacher provides written feedback on the work. Students re-submit their work taking on board teacher and peer feedback.</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				
<b>Date commenced</b>			<b>Date completed</b>	
<b>Teacher name</b>			<b>Teacher signature</b>	
<b>Curriculum Coordinator signature</b>			<b>Supervisor signature</b>	