

Year 12 Arabic Extension – Unit of Work, Term 2

To be taught in this unit:

Responding critically and creatively to the prescribed issues
Skills in analysis and critical thinking
Story 4 from 'Hidden fire' – Hidden fire النَّارُ الخَفِيَّةُ and Story 1 from 'The woman in 17 stories' – The coincidence bird طائرُ الصدفة

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>Formal Assessment: Term 2, Week 5</p> <ul style="list-style-type: none"> Text analysis – 30 marks (30% weighting) Writing – 15 marks (10% weighting) 	<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 / making decisions Overcoming adversity / responsibility towards others / friendship / admiration and love / family obligations / pride and masculinity Cultural expectations and status / immigration and integration / judging on appearance / generation gap <p>Prescribed texts:</p> <ul style="list-style-type: none"> Text 1 (Short Stories) 'Hidden fire' by Rose Ghraib, Story 4 – Hidden fire النَّارُ الخَفِيَّةُ Text 2 (Short Stories) 'The woman in 17 stories' by Emily Nasrallah, Story 1 – The coincidence bird طائرُ الصدفة
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"> 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>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 text 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 issue(s) is/are explored in the related text and in the prescribed text • ability to compose original text 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 Hidden fire النَّارُ الخفية and the coincidence bird طائر الصدفة</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"> • Online post / blog • Letter • Article • Diary entry • Song • Script of a speech

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 4 – Hidden fire النَّارُ الخَفِيَّةُ
- Text 2 (Short Stories) 'The woman in 17 stories' by Emily Nasrallah, Story 1 – The coincidence bird طائرُ الصدفة

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
	- Exploring the short story: Hidden Fire النَّارُ الخَفِيَّةُ		
1.1 1.2	Flipped classroom: Students read the story at home and summarise and identify key issues and ideas to report back to class.	Class discussion and teacher feedback on student contributions.	
2.1	- Reviewing elements of plot structure Revise the elements of a short story including; orientation, complication, climax, resolution. Students read and comprehend a series of events from the short story and sequence events on a plot structure graph. Students then explain choices to peers and justify with examples	Students' ability to summarise key ideas/events and issues on a plot structure graph. Teacher observation of level of participation in class discussion and oral feedback.	
2.2 2.3	- Analysing the short story sentence structure Teacher discusses the author's sentence construction in one extract from the story and explains to students how the variations in sentence structure affect the pace and tone of the soliloquy. This includes how there are a variety of simple and compound sentences used, as well as exclamations and questions.		

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1.1 1.2	<ul style="list-style-type: none"> - Study guide questions Students complete study guide questions to help them in understanding the story by answering the following comprehension, inferential, and literary element questions: <ol style="list-style-type: none"> 1. On page 86, we learn that Nahla and Mona changed their attitudes towards music. Explain how this is explored in the story. In your answer refer to both the language techniques and content. 2. Explain how the desire for wealth and power is expressed on pages 87 and 88. 3. How does Layla's death affect Mona and Nahla differently? 4. Compare the differences between Mona and Nahla's change of attitude on page 92. 5. How does Mona's character reflect the importance of relationships in the individual's life? 6. The short story ends with the following: "كانت هيام ملتبهة الروح بنار خفية" How does this statement reflect the impact of aspiration on the individual? 7. Explain how the author used language to portray Lebanese society in the short story. Refer to page 88. 8. How are the cultural and traditional aspects of Lebanese society portrayed in the short story? Refer to pages 88 and 89. 9. The author revealed some aspects of gender differences in Lebanese society. Explain these differences, with reference to the texts. 	<p>Students' ability to respond in-depth to the study guide questions, showing a deep understanding of the issues and the content of the story.</p> <p>Teacher monitors students' answers and contribution about the study guide questions and identification of issues and provides suggestions, as required.</p>	
2.1 2.2 2.3	<ul style="list-style-type: none"> - Activity 1: Letter from Mona Students Imagine they are Mona, and write a letter to one of the other characters expressing how Mona felt after the death of Layla. Teacher provides a scaffold to assist students in composing this letter. 	<p>Students develop a coherent letter that is well-structured and well-supported.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	
1.1 1.2	<ul style="list-style-type: none"> - Activity 2: Analysing a related text Students select a related text they have read or viewed and make notes under the following headings: <ol style="list-style-type: none"> a) Type of text (e.g. novel, poem, play, film, interview, image). 	<p>Students show confidence in analysing the related text and in using information in this text to address the task.</p>	

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	<ul style="list-style-type: none"> b) Title of the text and its source (e.g. date and place of publication). c) Composer of the text (e.g. author, director, photographer). d) Medium of production (e.g. website, television, radio, book). e) Brief summary of the text, including a description of its purpose and audience. f) Examples of human experiences that are represented in the text. g) Language structures and features used by the composer. h) Comparison of the text with their prescribed text. 		
1.1 1.2	<ul style="list-style-type: none"> - Activity 3: Composing an article <p>The teacher models constructing an article, explicitly teaching and deconstructing the language and structural features of an article.</p> <p>Students compose their own article: 'Young people live in a world of their own'. As a Year 12 student, write an article for an Arabic youth magazine, expressing and justifying your point of view on this statement.</p>	<p>Students prepare an article that is well sequenced and demonstrates depth and breadth. Students show ability to manipulate language to justify their opinions.</p> <p>Teacher provides individual feedback and suggestions for improvement</p>	
2.1 2.2 2.3	<ul style="list-style-type: none"> - Activity 4: Individual student reflection <p>Students imagine they are in this story and reflect on:</p> <ul style="list-style-type: none"> • Their emotions and thoughts as the events play out. • Their reactions to the other characters. • The consequences of their actions. • What their future holds. <ul style="list-style-type: none"> - Exploring the short story: The Coincidence Bird طائر الصدفة <p>Flipped classroom: Students read the story at home and summarise and identify key issues and ideas to report back to class</p>	<p>Students demonstrate the ability to reflect using understanding of the story, insight into the characters and appropriate use of language.</p> <p>Teachers provides feedback identifying areas of strength and areas for improvement.</p>	

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2.1 2.2 2.3	<p>- Activity 5: Plot summary and vocabulary activities Students contribute to the construction of a plot summary on a collaborative tool such as Google Docs/Padlet and identify the issues raised.</p> <p>Vocabulary activities - <i>Kahoot!</i> flashcards, <i>Quizlet</i>, cloze activities.</p> <p>Study guide questions Students complete study guide questions to help them understand the story by answering comprehension, inferential, and literary element questions:</p> <ol style="list-style-type: none"> 1. Research the history of Lebanese migration, its causes and effects. How is this explored in the story? 2. Family ties and relationships are an important part of Lebanese traditions. Discuss some traditions known to you, explaining their advantages and disadvantages on the individual. 3. Comment on the significance of the quote, above the title in the beginning of the story, in relation to the title. 4. The author chose the sea as the setting – why do you think she did this? What is the significance of this choice in relation to the purpose of the story? 5. Comment on these quotes and their relevance to the theme of the story. "وَرُبُّ صُدُفِيَّةٍ خَيْرٌ مِنْ مِيعَادٍ" "لكن حساب الحقل لا يُطابق حساب البيدر" 6. Comment on the captain's reaction when he learns that the narrator is from Lebanon. 7. The captain replies to the narrator, when she asked him if he is Lebanese, saying 'Yes I am Lebanese in exile'. Why didn't he say '...in the diaspora' instead? 8. What is the significance of the age difference between the narrator and the captain in the story? 9. How have the captain's experiences shaped his life? 	<p>Teacher monitors students' construction of the plot summary and identification of issues and provides suggestions, as required.</p> <p>Students receive recognition/score via <i>Kahoot!</i> on their performance.</p> <p>Students' ability to respond in depth to the study guide questions showing a deep understanding of the issues and the content.</p> <p>Teacher monitors students' answers and identification of issues and provides suggestions, as required.</p>	

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	<ol style="list-style-type: none"> 10. Why do you think the captain chose the sea as his new home? 11. Why did the captain compare himself to the shell? What is he trying to tell the narrator? Support your answer with examples from the text. 12. Explain how the captain handled the challenges he experienced? 13. Compare how the narrator and the captain view the experience of sailing. 14. Compare Flomeena's and Nadine's relationships with their parents. Justify your answer with reference to the text. 15. If you could give the captain advice, what would you tell him? 16. Do you agree with "يا ليت الشباب يعود يوماً"? 		
2.1 2.2 2.3	<ul style="list-style-type: none"> - Activity 6: Group work activity Each group chooses a key statement from the story. Taking turns, each group presents their choice. Other groups are then given 1 minute (for example) to present an opposing opinion on the statement, clarifying reasons. 	Students demonstrate the ability to present opposing opinions appropriately and employ relevant information from the story.	
2.2 2.3	<ul style="list-style-type: none"> - Activity 7: Comprehension activity Summary of main events. On pairs, students write the main events of the story on 7 strips of paper, then pool all strips together and discuss. As a class, students will then group similar points and delete duplicated points. The strips are then moved into a logical sequence. Students copy sequenced strip as a summary of events. 	Students respond in depth to the questions showing a deep understanding of the issues and the content of the story.	
2.1	<ul style="list-style-type: none"> - Activity 8: Visual representation Students imagine they are an artist who happens to be on board the ship. The intensity of the conversation between the captain and the narrator entices them to sketch the view. Students must present a visual representation of the characters and setting, taking into consideration all details (age, appearance, setting and so on). 	Students' ability to show understanding of the story through the visual representation	

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1.1 1.2	<ul style="list-style-type: none"> - Activity 9: Diary entry Students imagine they are the ship's captain. Write a diary entry reflecting on how you felt when the gossip ended your relationship and how this loss impacted on your life. Write 200 words in Arabic. 	Teacher provides feedback on written diary entry submission.	
2.1 2.2 2.3	<ul style="list-style-type: none"> - Activity 10: Unpacking and analysing a song https://www.youtube.com/watch?v=lopZJ9Vtr9c - أغنية كن صديقي لماجدة الرومي Students listen to then respond to the song considering the following questions: Context – What situation does the song refer to? What are the personal, social, and cultural contexts of the song? Significance – How does the song relate to the issue of relationships? Students consider the significance of the lyrics of the song, then in groups, discuss the following points: يرفض المجتمع الشرقي الصداقة بين فتاة وشاب ليست الفتيات من ترفض الصداقة بل الواقع والمجتمع الشرقي يرفضها يعتبرونها شيء معيب. تعد الصداقة من القيم الشخصية الاجتماعية الراقية، التي تعبر عن قدرة الفرد على بناء العلاقات الاجتماعية السليمة مع الآخرين - المساواة في العلاقة أمر مستحيل. 	<p>Students participate confidently in the unpacking and analysing, demonstrating their understanding of the context and significance of the song.</p> <p>Teacher provides feedback identifying areas of strength and areas for improvement.</p>	
1.1 1.2	<ul style="list-style-type: none"> - Activity 11: Writing task – Script of speech 'Friends determine who we are.' Write the script of the speech you will be giving on this topic at the school assembly. Prior to submission, students assess their own response using the marking guidelines provided by the teacher. Students submit this along with their speech for teacher feedback 	<p>Students' ability to compose a script of speech that is well-sequenced and has depth and breadth.</p> <p>Teacher marks students' work and provides 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				
Date commenced			Date completed	
Teacher name			Teacher signature	
Curriculum Coordinator signature			Supervisor signature	