

Year 12 Arabic Extension – Unit of Work, Term 3

To be taught in this unit:

Responding critically and creatively to the prescribed issues
Skills in analysis and critical thinking
Story 2 from 'The woman in 17 stories' – Morning Star نجمة الصباح

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: HSC Trial Examination, Term 3, Weeks 2-3</p> <ul style="list-style-type: none"> • Speaking – 10 marks (10% weighting) • Text analysis – (10% weighting for A + B) <ul style="list-style-type: none"> ○ Part A – 15 marks ○ Part B – 10 marks • 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"> • Adapting to change / making decisions • Family relations / marriage (controlling, arranged) • Gender inequality / customs and traditions <p>Prescribed text: Text 2 (Short Stories) 'The woman in 17 stories' by Emily Nasrallah, Story 2 – Morning Star نجمة الصباح</p>
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 Morning Star <i>نجمة الصباح</i></p>	<p>Related texts to supplement the study of the prescribed text can be found in Stage 6 Arabic Extension - support materials</p> <p>Ahmar Bil Khat Al Arid - أزواج الفاصرات - أحمر بالخط العريض</p> <p>Ya Merayti ... Elissa - lyrics - يا مريتي يا إليسا</p>	<p>Use relevant text types from the Continuers and Extension syllabuses:</p> <ul style="list-style-type: none"> • Monologue • Narrative account (reviews) • Oral report • Debate • Blog • Poem • Essay • Article

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 2 (Short Stories) 'The woman in 17 stories' by Emily Nasrallah, Story 2 – Morning Star نجمة الصباح

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
	<p>Exploring the short story: Morning Star نجمة الصباح Introduction and overview of unit.</p>		
1.1	<p>- Flipped classroom: Students read the story at home and summarise and identify key issues and ideas to report back to the class.</p>		
1.1 2.1 2.2	<p>- Brainstorming activity Students use a mind map to brainstorm their understanding of the issues and ideas highlighted in the story. The teacher asks students to share their responses and writes them on the board, clarifying ideas and using them as points of discussion.</p>	<p>Students' participation in the brainstorming activity.</p> <p>Teacher poses questions to ensure students have considered all key learnings required to complete the task successfully.</p>	
	<p>- Vocabulary activity Students begin a vocabulary log (electronic or hard copy) that will be developed throughout the unit. The vocabulary log should contain key terms pivotal to understanding the unit. Students are encouraged to define terms and find synonyms.</p>	<p>Teacher provides oral feedback and encouragement.</p>	

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1.1 1.2 2.1 2.2 2.3	<ul style="list-style-type: none"> - Activity: Characterisation Students share their thoughts on the concept of characterisation, considering how an audience learns about characters through their actions, thoughts, feelings, memories and dialogue. Students identify the main character's dilemma and how her parents affected her emotionally and physically. Students use a table or other graphic organiser to organise the points gathered during the discussion. Students then have a discussion in which they identify and list major and minor characters, noting down their physical and personality traits. The teacher provides students with a model response that explores a particular character. Students read and annotate the text in order to understand its language and structure. Students use this model as a scaffold for their own written response on another character. 	<p>Students demonstrate their understanding of the characters and their relationships by providing detailed and perceptive answers to the questions.</p> <p>Students self-edit as well as gain feedback from their peers and teachers to improve the quality of their response.</p>	
2.1 2.2 2.3	<ul style="list-style-type: none"> - Activity: Understanding context Students consider responses to the following questions as a means of examining context. The teacher reads the questions aloud and then provides students with an opportunity to write responses to the questions. <ol style="list-style-type: none"> 1. Describe Khazma, using references from the text. How does the language used reflect her personality? 2. Discuss the role of Khazma's parents. 3. Who is Fares? Describe him. 4. Comment on the changes that occur in Khazma's life. In your answer refer to the prescribed issues. 5. Explain how the thoughts and feelings of the characters in the story are perceived by today's society. 	<p>Students respond appropriately to the study guide questions showing a deep understanding of the issues and the content of the chapter, as well as the ability to support their response with evidence from the text.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	

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	<ol style="list-style-type: none"> 6. Describe the male and female characters as they are portrayed in the story. Give examples. 7. Consider the title of the story. How effective is the title in relation to the content of the story? 8. Comment on the significance of the following quote in relation to the story. "الصبر قوة فريدة في النساء تساعد أضعفهن وأطفهن على احتمال ما يُرعب الرجل ويُضعفه" ويلاند - 9. The narrator uses different language techniques in the story. Find as many examples as possible, explaining their meaning and effectiveness in relation to the story. 10. Find proverbs and expressions in the story and how they relate to the prescribed issues. 11. Comment on how the story ends. What impact does the last sentence have on the reader? 12. If you could become one of the characters in <i>نجمة الصباح</i> for one day, who would you be? Why? What would you change? 13. What impact does Fares' death have on Khazma? 14. Discuss the role of the wife today. 15. Discuss how the power of men have change overtime. 16. Rewrite an alternative ending to the story 		
<p>1.1 1.2</p>	<p>- Activity: Analysing related text</p> <p>The teacher provides students with the related text <i>Ahmar Bil Khat Al Arid</i> <i>زواج القاصرات - أحمر بالخط العريض</i>. In groups, students view the material, summarise the main ideas and share their findings with the class in an oral report. As each group shares their report, students take notes using headings to organise their points. Students complete a visual representation that summarises their understanding of the text.</p>	<p>Students share their understanding of the related text and are able to clearly express and justify their opinions orally.</p>	

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1.1 1.2	<ul style="list-style-type: none"> Activity: Preparing a monologue Using the <i>Monologue planning proforma</i>, students prepare a three-minute monologue on the following topic: Life experiences shape our attitudes towards others. Do you agree? تجارب الحياة تشكل مواقفنا تجاه الآخرين. هل توافق؟ هل توافقين؟ 	<p>Students prepare a monologue that is well sequenced and has depth and breadth.</p> <p>Teacher provides one on one feedback, clearly identifying areas for improvement.</p>	
1.1	<ul style="list-style-type: none"> Activity: Posting a blog Based on the short story <i>نجمة الصباح</i>, write a blog entry discussing the topic of marriage customs and traditions in Arabic countries. 		
1.1 1.2	<ul style="list-style-type: none"> Activity: Socratic circle debate Class Discussion بالرغم من الإيجابيات الكثيرة للهجرة، وكيف أنها من الممكن أن تصنع فرقا كبيرا في حياة الفرد وتساعد في الاطلاع على ثقافات جديدة ولغات مختلفة وتكوين صداقات متعددة وبناء كيان مستقل وموافق للطموح الذي يحلم فيه، في الوقت نفسه من الممكن أن يحدث العكس تماماً، ويحدث أن يرفض المجتمع الأفراد المهاجرين إليه، ويرفض اندماجهم فيه ويعاملهم بطريقة عنصرية كبيرة، كما أنه في أغلب الأحيان يحدث صدمة لدى المهاجر ولا ينسجم أبداً مع الدولة الجديدة، وربما يُصاب بالضياح، سواء ضياح الهوية أو الهدف أو حتى ضياح الطموح. تتعدد أسباب التفكير في الهجرة، وخصوصاً فيما يتعلق بهجرة الشباب، إذ أن الشباب بشكل عام يميلون إلى التغيير وحب الاستطلاع، بالإضافة إلى الرغبة في الدراسة أو العمل، هذا فيما يتعلق بالهجرة الاختيارية، أما فيما يتعلق بالهجرة القسرية فإن أسبابها كثيرة ومؤلمة ومن أهمها الحروب التي تعتبر من أكثر أسباب الهجرة القسرية، حيث يهاجر أبناء الدول التي تتعرض للحروب والكوارث إلى الدول الآمنة هرباً من القتل والتشريد والدمار، ومن أسبابها أيضاً الهروب من المجاعات والأمراض الوبائية وغيرها من الأسباب التي تدفع بالإنسان إلى مغادرة وطنه وأهله دون أن يفكر في تبعات هجرته. 	<p>Student engagement and ability to make contributions to discussion with clarity and confidence, and support these contributions with reasoned arguments.</p>	
2.1 2.2 2.3	<ul style="list-style-type: none"> Socratic circle debate activity: Refugees face hardship in a foreign land. Do you agree with this statement? 	<p>Teacher provides feedback to students on the clarity of their responses and argumentative techniques.</p>	
1.1 1.2	<ul style="list-style-type: none"> Analysing a poem and composing a narrative account https://www.pinterest.com.au/pin/348888302367535448/ Students read the poem. In small groups, students present their first response to the poem. They consider the following questions: <ul style="list-style-type: none"> Subject matter: What does the poem describe? What is it about? Point of view: Who is the persona (speaker)? Who is the persona talking to? 	<p>Teacher facilitates the discussion and asks relevant probing questions to ensure that students grasp the techniques employed in the poem, and provides feedback.</p>	

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	<ul style="list-style-type: none"> Theme: What are the main ideas or messages of the poem? 		
1.1 1.2	<ul style="list-style-type: none"> Soapbox activity: السرد القصصي Students choose one issue raised in the poem and write a narrative account based on this issue. Focusing on the narrative construction, i.e. on the process of the selection of ideas, values, events, characters, settings, and the way they are ordered into a recognisable system of narrative conventions. 	Students demonstrate their understanding of the features of the text type and their skills in constructing a narrative account using vocabulary and expressions relevant to the topic and the text type. This is submitted for teacher feedback.	
2.1 2.2 2.3	<ul style="list-style-type: none"> Writing Activity: Essay 'Tolerance of differences is one of those qualities that forms the bedrock of society'. Discuss this statement. As a class, students deconstruct the essay question. The teacher demonstrates possible ways of organising the response. During the drafting process, students engage in self-editing and peer-editing in order to clarify the quality of their response. Prior to submission, students assess their own response using the marking guidelines provided by the teacher. Students submit this along with their essay for teacher feedback. 	<p>Students create a plan for their essay. Teacher provides feedback and suggestions on the plan.</p> <p>Students demonstrate understanding of the statement and the ability to develop a coherent, well-structured and well-argued essay.</p> <p>Teacher provides feedback indicating areas of strength and those that require improvement.</p>	
1.1 1.2	<ul style="list-style-type: none"> Activity: Analysing a song كلمات – اليسا ... مرانتي يا lyrics – Ya Merayti ... Elissa 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 transformation? 	<p>Students participate confidently in unpacking and analysing the song, demonstrating their understanding of the context and significance of the song.</p> <p>Teacher provides feedback to students on the clarity and relevance of their responses</p>	

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2.1 2.2 2.3	<ul style="list-style-type: none"> - Activity: Writing an article 'Our personal experiences determine our social relationships.' Write an article for a youth magazine in which you express and justify your point of view on this statement. 	Students' ability to compose a well-structured article.	
	<ul style="list-style-type: none"> - Practising past HSC exam papers Students complete past HSC examination papers and discuss approaches and exam strategies as a class. NESA past HSC exam papers Using a scaffold and sample vocabulary (see support material), teacher revises the structure of a long response. 	Teacher provides feedback identifying areas of strength and areas for improvement. Students answer questions accurately and succinctly. The teacher marks and provides feedback to students, using the marking criteria from the exam pack, and sample answers Students practise developing a long response that is well sequenced and has depth and breadth.	

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	