Stage 5 Arabic – unit starter

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This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. There are suggested teaching and learning activities in the unit for students with prior learning and/or experience, and variations for students with a background in Arabic. The learning, teaching and assessment strategies and assessment task are suggestions only.

# Together we can make a difference! – !معاً يمكننا التغيير

In this unit, students learn about the importance of looking after the environment. They explore the use and management of natural resources and waste and different views on sustainability. Students also recognise that they can cut the amount of waste they produce by using the 3Rs (reduce, reuse, recycle). The unit also explores the impact of human actions on the environment and how to protect natural places, including those on the World Heritage List.

## Duration

10 weeks

## Key inquiry questions

* What is our connection to ‘mother Earth’?
* What is the human impact on our planet Earth?
* Why is it important to take care of our environment?
* How can we support sustainability?

## Learning across the curriculum

* Title: Sustainability icon - Description: Sustainability icon Sustainability
* Title: Intercultural understanding icon - Description: Intercultural understanding icon Intercultural understanding
* Title:  Information and communication technology capability icon - Description:  Information and communication technology capability icon Information and communication technology capability (collaborative tasks and activities)
* Critical and creative thinking icon Critical and creative thinking
* Literacy icon Literacy

## Outcomes

|  |  |  |
| --- | --- | --- |
| Outcomes | Content | |
| LAR5-1C | manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate | |
| LAR5-2C | identifies and interprets information in a range of texts | |
| LAR5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences | |
| LAR5-4C | experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences | |
| LAR5-5U | demonstrates how Arabic pronunciation and intonation are used to convey meaning | |
| LAR5-6U | demonstrates understanding of how Arabic writing conventions are used to convey meaning | |
| LAR5-7U | analyses the function of complex Arabic grammatical structures to extend meaning | |
| LAR5-8U | analyses linguistic, structural and cultural features in a range of texts |
| LAR5-9U | explains and reflects on the interrelationship between language, culture and identity | |

All outcomes referred to in this unit starter come from the [Arabic K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/arabic-k-10-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

## Sample assessment of learning task

As part of its sustainable practices campaign, your Arabic community is running a ‘Young Changemakers’ competition. Entrants can choose from one of 2 options, to raise awareness of key environmental issues in the Arabic-speaking community:

* Create a bilingual infographic using [Microsoft Publisher](https://www.lucidpress.com/pages/tour/free-microsoft-publisher-alternative), [Canva](https://www.canva.com/en_au/) or [Glogster](https://edu.glogster.com/) (or other multi-media platform) for your local community on 5 sustainable practices that they can adopt. Create a 1-minute talk to inform and persuade your audience to join your initiative.
* Create a short video (2.5 to 3 minutes) in Arabic with English subtitles using [Canva](https://www.canva.com/video-editor/templates/) or [iMovie](https://apps.apple.com/us/app/imovie/id377298193) (or other multi-media platform) to promote the conservation of a natural place or heritage place in a country of your choice.

**Outcomes to be assessed: LAR5-4C,** **LAR5-5U, LAR5-6U**

## Suggested vocabulary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Vocabulary in English | Vocabulary in Arabic | Vocabulary in English | Vocabulary in Arabic | Adjectives in English | Adjectives in Arabic |
| * earth * nature * trees * plants * animals * water * river * sea, ocean * medicine * tools * shelter * air pollution * water pollution * land pollution * environment * sustainability * climate * deforestation * afforestation * global warming | *الارض*  *الطبيعة*  *الأشجار*  *النباتات*  *الحيوانات*  *ماء*  *نهر*  *محيط البحر*  *دواء*  *أدوات*  *مأوى*  *تلوث الهواء*  *تلوث المياه*  *تلوث الأرض*  *بيئة*  *الاستدامة*  *مناخ*  إزالة الغابات  تشجير  الاحتباس الحراري | * use * reuse * recycle * care for * protection * overfishing * compost * learn * stop * put * energy-saving * high modal verbs – should/ must | استعمال  إعادة استخدام  إعادة التدوير  رعاية  حماية  المخلفات  الصيد الجائر  سماد  تعلم  توقف  وضع  توفير الطاقة  الأفعال الشرطية – يجب | * biodegradable * environmental * environmentally safe * balanced * useful * sustainable energy * greener * healthy | قابل للتحلل  بيئي  آمن/ة بيئياً  متوازن  نافع  الطاقة المستدامة  أكثر اخضراراً  صحي |

## Suggested structures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Linking words/phrases to introduce reasons | Linking words/phrases to introduce details | Linking words/phrases to help summarise | Language of opinion | Conjunctions |
| السبب الأول  السبب الثاني  ختاماً  في الختام | أيضا  علاوة على ذلك  بالإضافة إلى | في الواقع  دعونا نتذكر | في رأيي  أعتقد  وجهة نظري  أنا أؤيد بشدة  أعترض  أنا لا أؤيد هذا الرأي | لأن  بسبب  بالرغم من  كنتيجة |

## Unit starter

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sequence | Outcomes | Teaching and learning strategies | Variation | Evidence of learning |
| Weeks 1-3 | LAR5-1C  LAR5-4C  LAR5-5U  LAR5-6U  LAR5-7U  LAR5-9U | Introduce the unit of work by looking at the summative assessment task and setting the learning goals with students for this unit.  **Building the field**  **Introduce the first inquiry question: What is our connection to ‘mother Earth’?**  As a class, watch the video [4K Relaxing Nature Sounds - Short Video Clips of Nature](https://www.youtube.com/watch?app=desktop&v=nqye02H_H6I) (1 min) to activate senses and connect with mother nature. Individually, students complete the [senses diagram](https://docs.google.com/drawings/d/1iHka7AqVarykehzaowMVXxbv-CAr8hNLKwhJM3t4fe4/copy) in Arabic while watching the clip, to start building a vocabulary list, including adjectives and nouns, such as:  الطبيعة الخضراء ، النهر المتدفق ، المياه العذبة ، المطر  الأشجار ، الطيور الملونة  (If required, brainstorm some options with the class first, to scaffold the activity.)  Students share their responses with a partner and add to their list. Provide students with a bilingual word bank, if needed.  Students create their own vocabulary [anchor chart](https://www.differentiatedteaching.com/anchor-charts-101/#2_Vocabulary_Anchor_Charts) using mnemonics and word associations. They can include nouns, adjectives and new expressions learnt to refer to when completing a speaking or writing task.  Student drill new vocabulary using [Quizlet](https://quizlet.com/121541131/arabic-environment-vocab-flash-cards/) flashcards. Provide students with a [visual dictionary](https://www.50languages.com/vocab/learn/en/ar/9/) if needed.  Aboriginal perspectives activity – students watch [Take 3 – Nardi's introducton](https://vimeo.com/458047251/1fc8465922) and list, in Arabic or English, 4-5 things Nardi mentions about her thoughts and feelings relating to water. As a class, discuss Nardi’s thoughts in Arabic, as well as other information relating to ‘Country’ which students have as prior knowledge. Support students in formulating their oral responses, if needed, and record them on the interactive whiteboard.  Share a sample [learning log](https://docs.google.com/presentation/d/1Oljm9GjGy4jl1-qxKR2joswU09t6k0kkO3cKmAXofj4/template/preview?clearCache=93d4c33-c3eb-f2cc-c0b7-8365dc5ec170) with students, for example via into Google Classroom, for them to use during the term.  Students complete week 1 of their [learning log](https://docs.google.com/presentation/d/1Oljm9GjGy4jl1-qxKR2joswU09t6k0kkO3cKmAXofj4/template/preview?clearCache=93d4c33-c3eb-f2cc-c0b7-8365dc5ec170) to reflect on their learning progress and set new learning goals. Review each student’s submission and provide tailored feedback.  **Introduce the second inquiry question: What is the human impact on our planet Earth?**  Think, pair and share activity – in pairs, students brainstorm and record in Arabic, their thoughts on human impact on the environment. Students record on a [Padlet grid](https://padlet.com/) using words and images. Set up grid prior to lesson for students to access, including a range of visuals on pollution to initiate students’ thinking.  In small groups, students categorise the listed ideas about human impact from the Padlet grid and give a subheading to each category, for example land pollution, air pollution, water pollution.  Students choose one type of pollution and use the [inverted pyramid](https://freeology.com/graphicorgs/inverted-pyramid-of-ideas/) tool to classify their information from the most important to the least. They present in Arabic or English to the class the reasons for their classification.  Introduce students to [language of opinion](https://kaleela.com/arabic-expressions-for-giving-opinions/). Allow students time to add them to their anchor chart, for example:  فى رأيي، أعتقد، وجهة نظري، أنا أؤيد بشدة  أنا أعترض، أنا لا أؤيد هذا الرأي  Create a digital [virtual spinner](https://www.superteachertools.us/spinner/) to drill language of opinion. Insert words prior to the lesson. In pairs, students use the spinner to orally construct sentences in Arabic on the environment. Then, they record some of their sentences in Arabic. For example:  يعتبر النشاط البشري سببًا رئيسيًا لتلوث الهواء، خاصة في المدن الكبيرة. ينتج تلوث الهواء عن أشياء مثل المصانع الكبرى والسيارات والطائرات.  Provide feedback to students on pronunciation and sentence structures.  Students complete their weekly [learning log](https://docs.google.com/presentation/d/1Oljm9GjGy4jl1-qxKR2joswU09t6k0kkO3cKmAXofj4/template/preview?clearCache=93d4c33-c3eb-f2cc-c0b7-8365dc5ec170) to reflect on their learning progress and set new learning goals. Review each student’s submission and provide tailored feedback. | **Students with a background in Arabic**  Students research how Aboriginal and Torres Strait Islander peoples used their natural environment and write a short paragraph in Arabic using facts from their research.  Students are encouraged to use different conjunctions when writing their compound and complex sentences as well as using supporting evidence and facts. | Senses diagram, including adjectives and nouns relating to the topic.  Individual anchor chart created using mnemonics and word associations to memorise new vocabulary.  Increased speed and accuracy in completing Quizlet activities.  Active participation in discussion about Nardi and ‘Country’, experimenting with language.  Compose oral/written responses that identify how indigenous communities interact with nature.  Collaborative completion of Padlet activity.  Active participation in discussion when classifying information and vocabulary correctly under subheadings.  Share ideas to class on pollution, with correct pronunciation and justifications.  Engage in oral activity and compose sentences about different types of pollution using language of opinion.  Complete detailed and well-considered self-reflections.  **Students with a background in Arabic**  Compose a paragraph in Arabic based on facts from their research.  Use of different conjunctions when writing compound and complex sentences as well as using supporting evidence and facts. |
| Weeks 4-5 | LAR5-1C  LAR5-2C  LAR5-3C  LAR5-4C  LAR5-5U  LAR5-6U  LAR5-7U  LAR5-8U | **Focus inquiry question: Why is it important to take care of our environment?**  In groups of 4, students complete a jigsaw reading on the poster [Air pollution](https://stringfixer.com/files/11570670.jpg) to retrieve key ideas and details from their assigned section and record them in Arabic on a scaffolding [details tree note taking organiser](https://freeology.com/graphicorgs/details-tree-note-taking-organizer/) ([jigsaw instructions](https://www.cultofpedagogy.com/wp-content/uploads/2015/04/Jigsaw-Instructions.pdf) if needed by teacher).   1. Students are given the poster [Air pollution](https://stringfixer.com/files/11570670.jpg). 2. Students are divided into home groups of 4. 3. Each student of the home group is given a section of the poster to read with members of other home groups assigned the same section. They share ideas in their expert group and add any missing information to their [details tree note-taking organiser](https://freeology.com/graphicorgs/details-tree-note-taking-organizer/). 4. Students join back their home group and report back on their assigned section.   As a class, students analyse in Arabic and English the structure and language features of the poster [Air pollution](https://stringfixer.com/files/11570670.jpg), including visuals, colours, language features (such as language of persuasion) and cause and effect.  Introduce adjectives related to the environment using [Jamboard](https://jamboard.google.com/) to model pronunciation and gender use. Students type the opposite of each adjective listed on the Jamboard, in Arabic. In groups of 4, students are given one of the posters listed below to play the game ‘Finish off the sentence challenge’. Students compose meaningful compound and complex sentences in Arabic and are encouraged to extend on known structures.  Poster 1: [Air and water pollution](https://www.pinterest.com.au/pin/574209021249236901/)  Poster 2: [Plastic](https://www.pinterest.com.au/pin/712202128581634516/)  Poster 3: [Causes of pollution](https://www.belarabyapps.com/wp-content/uploads/2021/01/Info-environmental-pollution.png)  Poster 4: [Plastic pollution](https://www.pinterest.com.au/pin/178525572716626803/)  Different [images of pollution](https://www.shutterstock.com/search/environmental+pollution)  If needed, provide a list of vocabulary hints to support the participation of all students.  Students take turns to choose one of the visuals and begin the sentence with language of opinion followed by an argument. Another member of the group has to finish the sentence off using language of cause and effect with a fact to support the argument. Students take turns until all visuals are used. Provide a list of [cause and effect](https://moroccoenglish.com/bac2-functions-3-linking-words-modals-%D8%A7%D9%84%D8%AA%D8%B7%D8%A8%D9%8A%D9%82-%D9%85%D8%B9-%D8%A7%D9%84%D8%A7%D9%85%D8%AA%D8%AD%D8%A7%D9%86%D8%A7%D8%AA-%D8%A7%D9%84%D9%88%D8%B7%D9%86%D9%8A/cause-effect-purpose-arabic/) words or [word mat](https://www.tes.com/teaching-resource/cause-and-effect-word-mat-11636519) with the Arabic translation if needed for support.  In small groups, students are given the infographic [تلوث الهواء](https://sihatitv.ma/%D8%A7%D9%84%D8%A8%D9%8A%D8%A6%D8%A9-%D8%AA%D9%84%D9%88%D8%AB-%D8%A7%D9%84%D9%87%D9%88%D8%A7%D8%A1-%D8%A7%D9%84%D9%82%D8%A7%D8%AA%D9%84-%D8%A7%D9%84%D8%AE%D9%81%D9%8A/) to read and identify the language features and purpose. Each group then shares its findings with the class. Annotate the infographic on interactive whiteboard as groups are reporting back and give feedback about the key features if needed.  Students use a [Venn diagram](https://docs.google.com/drawings/d/1IQxeX_X-d4LwtVrBuJHGZfjmikJBqMKuxRzTBkIwq0Q/copy) in English to compare the two previous texts: [Air pollution](https://stringfixer.com/files/11570670.jpg) poster and infographic [تلوث الهواء](https://sihatitv.ma/%D8%A7%D9%84%D8%A8%D9%8A%D8%A6%D8%A9-%D8%AA%D9%84%D9%88%D8%AB-%D8%A7%D9%84%D9%87%D9%88%D8%A7%D8%A1-%D8%A7%D9%84%D9%82%D8%A7%D8%AA%D9%84-%D8%A7%D9%84%D8%AE%D9%81%D9%8A/) to analyse how structure of text, layout, visuals, and language are used for a specific purpose in Arabic.  Students complete their weekly [learning log](https://docs.google.com/presentation/d/1Oljm9GjGy4jl1-qxKR2joswU09t6k0kkO3cKmAXofj4/template/preview?clearCache=93d4c33-c3eb-f2cc-c0b7-8365dc5ec170) to reflect on their learning progress and set new learning goals. Review each student’s submission and provide tailored feedback. | **Students with a background in Arabic**  Students research air pollution and add, in Arabic, important new facts to the poster that was read.  In pairs, students choose one of the visuals on [environmental pollution](https://www.shutterstock.com/search/environmental+pollution) as the theme to create a role-play in Arabic. One person will be the interviewer and the other an expert on environmental issues. Students include information about the cause of pollution and recommendations to improve the situation. | Relevant details on the tree note-taking organiser.  Identify key information and participate in discussion in the jigsaw reading activity.  Demonstrate understanding of the structure and language features of the poster.  Contribute to the opposites activity.  Participation in speaking activity ‘Finish off the sentence challenge’.  Compose meaningful compound and complex sentences relating to cause and effect.  Analysis of the infographic language, identifying features and purpose.  Venn diagram comparing features and language used in a poster and an infographic.  Complete detailed and well-considered self-reflections.  **Students with a background in Arabic**  Write facts from their own research in Arabic.  Compose and participate in a role-play using information and language structures learnt. |
| Weeks 6-8 | LAR5-2C  LAR5-3C  LAR5-4C  LAR5-5U  LAR5-6U  LAR5-7U  LAR5-8U  LAR5-9U | **Focus inquiry question: How can we support sustainability?**  Students watch the clip [المحافظة على البيئة](https://www.youtube.com/watch?v=V3_7gdVK2GM) and take notes in Arabic or English on facts provided using sticky notes. In groups of 5, students share their ideas and sort the sticky notes using a [plus/minus/interesting conceptboard](https://conceptboard.com/blog/plus-minus-interesting/).  Students complete a [cause and effect diagram](https://docs.google.com/drawings/d/1Hvr1CQnbrztgP3PJK0qb7eudMBUYdxjWCzksMN3PWsg/copy) in Arabic based on the clip.  In groups of 5, students use [De Bono’s hats conceptboard six thinking hats](https://conceptboard.com/blog/six-thinking-hats/) to read and analyse one of the texts below. Explain the role of each hat before starting the activity in looking at different perspectives.  Text 1:[قصة قصيرة عن رمي النفايات](https://www.belarabyapps.com/%D9%82%D8%B5%D8%A9-%D9%82%D8%B5%D9%8A%D8%B1%D8%A9-%D8%B9%D9%86-%D8%AA%D9%84%D9%88%D8%AB-%D8%A7%D9%84%D8%A8%D9%8A%D8%A6%D8%A9/)  Text 2: [بحث عن البيئة](https://www.belarabyapps.com/%d8%a8%d8%ad%d8%ab-%d8%b9%d9%86-%d8%a7%d9%84%d8%a8%d9%8a%d8%a6%d8%a9/) (teacher choice)  Assign each student in the group one hat to list relevant ideas from the text in Arabic. Then, each student shares their responses with their group to decide if the text is informative and persuasive.  Allow students time to add new vocabulary and expressions to their anchor chart to refer to when completing a writing task.  Individually, students choose one type of pollution and use the [OREO template](https://oakdome.com/k5/file-downloads/google-classroom-oreo-opinion-writing.php) as a scaffold to write in Arabic a persuasive argument on pollution and actions to be taken to protect the environment. This activity can be used as an assessment as learning task – in pairs, students read each other’s work and use [two stars and a wish](https://www.english.com/4aJpzQe5ynumrv3j/assets/2018/09/Two-Stars-and-a-Wish.pdf) to give feedback to each other on structures and language used.  Students review their writing after peer feedback to make improvements. Hold a teacher conference with each student and provide feedback on structure, language features and text cohesion in their writing.  **Mini assessment for learning task – A better place, a better world!**  In pairs, students prepare a short video using [iMovie](https://apps.apple.com/us/app/imovie/id377298193)/[Canva](https://www.canva.com/video-editor/templates/)/[Biteable](https://biteable.com/) or other multi-media platforms about environmental issues at their school to promote sustainability. Students should complete the following steps:   * Take photos of the environmental issues at school. * Write the script in Arabic that will be used in the video. * Prepare the video and submit it via a Google classroom assignment box.   Check student videos and post them on a Padlet board.  Each pair is given one video to watch and post recommendations on how to be more sustainable. Check students’ responses and provide feedback on sentence structure and language used.  Students complete weekly [learning log](https://docs.google.com/presentation/d/1Oljm9GjGy4jl1-qxKR2joswU09t6k0kkO3cKmAXofj4/template/preview?clearCache=93d4c33-c3eb-f2cc-c0b7-8365dc5ec170) to reflect on their learning progress and set new learning goals. Review each student’s submission and provide tailored feedback. | **Students with a background in Arabic**  Students create their own comic strips in Arabic using paper, [Canva](https://www.canva.com/create/comic-strips/) or [book creator](https://www.commonsense.org/education/website/book-creator) to write about a type of pollution and actions to be taken to protect the environment. | Completion of cause and effect diagram based on the listening task.  Completion of De Bono’s hats activity, with group.  Write argument using language of opinion and an explanation with evidence and facts.  Create a video clip on environmental issues at school.  Compose recommendations in Arabic on an assigned clip.  Complete detailed and well-considered self-reflections.  **Students with a background in Arabic**  Completion of comic strips about a type of pollution. |
| Weeks 9-10 | LAR5-2C  LAR5-3C  LAR5-4C  LAR5-5U  LAR5-6U  LAR5-7U  LAR5-8U  LAR5-9U | **Focus inquiry question: How can we support sustainability?**  As a class, construct a mind map on [Jamboard](https://jamboard.google.com/) with ‘World heritage places’ written at the centre of the Jamboard. Students think of as many world heritage sites as they can and record them in Arabic and/or English on the mind map.  In groups of 4, students choose one the listed heritage sites and brainstorm in Arabic and/or English the reasons for being considered on the world heritage list. Then, they present in Arabic or English to the class the reasons. Bring students’ attention to the common features of some heritage sites.  **Research task – World Heritage sites**  Provide students with a range of different links, for example:  Egypt: [المواقع الأثرية](https://egymonuments.gov.eg/ar/archaeological-sites)  Lebanon: [دليلك إلى أجمل قلاع أثرية في لبنان](https://aawsat.com/home/article/1620096/%D8%AF%D9%84%D9%8A%D9%84%D9%83-%D8%A5%D9%84%D9%89-%D8%A3%D8%AC%D9%85%D9%84-5-%D9%82%D9%84%D8%A7%D8%B9-%D8%A3%D8%AB%D8%B1%D9%8A%D8%A9-%D9%81%D9%8A-%D9%84%D8%A8%D9%86%D8%A7%D9%86)  Lebanon: [الاماكن الاثرية في لبنان](https://ar.carsirent.com/blog/%D8%A7%D9%84%D8%A7%D9%85%D8%A7%D9%83%D9%86-%D8%A7%D9%84%D8%A7%D8%AB%D8%B1%D9%8A%D8%A9-%D9%81%D9%8A-%D9%84%D8%A8%D9%86%D8%A7%D9%86-%D9%88-%D8%AC%D9%88%D9%84%D8%A9-%D9%81%D9%8A-7-%D9%85%D8%B9%D8%A7/)  Syria: [سبعة مواقع اثرية مذهلة في سوريا](https://www.arageek.com/listat/%D8%B3%D8%A8%D8%B9%D8%A9-%D9%85%D9%88%D8%A7%D9%82%D8%B9-%D8%A7%D8%AB%D8%B1%D9%8A%D8%A9-%D9%85%D8%B0%D9%87%D9%84%D8%A9-%D9%81%D9%8A-%D8%B3%D9%88%D8%B1%D9%8A%D8%A7)  Iraq: [أهم المواقع الأثرية العراقية](https://www.aljazeera.net/2008/01/31/%D8%A3%D9%87%D9%85-%D8%A7%D9%84%D9%85%D9%88%D8%A7%D9%82%D8%B9-%D8%A7%D9%84%D8%A3%D8%AB%D8%B1%D9%8A%D8%A9-%D8%A7%D9%84%D8%B9%D8%B1%D8%A7%D9%82%D9%8A%D8%A9)  [UNESCO](https://www.familytravel-middleeast.com/unesco-world-heritage-sites-middle-east/) heritage sites in the Middle East  [Places in the Arab world](https://www.arabiaweather.com/ar/content/%D8%A3%D8%B4%D9%87%D8%B1-%D8%A7%D9%84%D9%88%D8%AC%D9%87%D8%A7%D8%AA-%D8%A7%D9%84%D8%B3%D9%8A%D8%A7%D8%AD%D8%A9-%D8%A7%D9%84%D8%B1%D8%A7%D8%A6%D8%B9%D8%A9-%D9%81%D9%8A-%D8%A7%D9%84%D9%88%D8%B7%D9%86-%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A)  If student have other interests more links can be provided or students can negotiate a choice.  In pairs, students choose one heritage site and create a poster in Arabic using [Canva](https://www.canva.com/en_au/), [Glogster](https://edu.glogster.com/) [or Microsoft Publisher](https://www.lucidpress.com/pages/tour/free-microsoft-publisher-alternative).  Students focus on the following questions when composing information for their poster:   * Where is the World Heritage site located? Find it on a world map. * Is it a natural, cultural or mixed site? * Why is the site important? * How is the site being protected?   Students use their responses to collate information and create their own poster in Arabic. Monitor student progress, check students’ work and give feedback on visuals, language and sentences structure.  Students complete weekly [learning log](https://docs.google.com/presentation/d/1Oljm9GjGy4jl1-qxKR2joswU09t6k0kkO3cKmAXofj4/template/preview?clearCache=93d4c33-c3eb-f2cc-c0b7-8365dc5ec170) to reflect on their learning progress. Review each student’s submission and provide tailored feedback.  **Assessment task preparation**  As a class, re-review the assessment task notification and marking guidelines.  Encourage students to use planners to organise content and language to be incorporated. |  | Active participation and contribution to Jamboard activity.  Completion of reasons for a place to be listed as a heritage site.  Research questions answered in detail.  Create poster in Arabic on a heritage site.  Complete detailed and well-considered self-reflections. |

## Evaluation and variation

Record any variations you implemented, including extensions and adjustments for students with special education needs. The evaluation can include feedback from students.

## Registration

Teacher name:

Teacher signature:

Date: