Croatian Year 8 Course Overview – Year B 2018

This overview was developed to cater to the majority cohort of learners: R-10 sequence

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1: **FAMILY AND FRIENDS**	**Module 3:** **LET'S TRAVEL**	**Module 5:** **SOCIAL CIRCLE**	**Module 6:** **CROATIAN MUSIC AND LYRICS**
KEY QUESTION: What do you do together with your family?	**KEY QUESTION:** What is your favourite tourist destination?	**KEY QUESTION:** Where do I belong in my social group?	**KEY QUESTION:** What does Croatian music mean to me?
KEY CONCEPTS: Family, Identity, Self	**KEY CONCEPTS:** Event, Place, Leisure, Travel	**KEY CONCEPTS:** Relationship, Self, Community	**KEY CONCEPTS:** Music, Lyrics, Language
KEY PROCESSES: Informing, Responding, Reviewing, Reflecting	**KEY PROCESSES:** Interpreting, Planning, Evaluating	**KEY PROCESSES:** Reflecting, Expressing, Discussing	**KEY PROCESSES:** Interacting, Translating, Understanding, Discussing
CONTENT DESCRIPTIONS	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**
Socialising Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences **Translating** Translate texts, discussing different versions and why these might occur	**Socialising (3)** Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money' **Socialising (4)** Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and	**Socialising** Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements **Language variation and Change (1)** Recognise how language use varies depending on the context of the situation and the context of culture	**Creating (1)** Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience **Creating (2)** Create texts for particular audiences that depict experiences or topics of

Systems of Language Develop an understanding and use the sound system of Croatian **Reflecting** Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses **Module 2:** **COMING TO AUSTRALIA** **KEY QUESTION(S):** What is your family story? **KEY CONCEPTS:** Family, Relationship, Community, Places **KEY PROCESSES:** Informing, Reflecting, Expressing **CONTENT DESCRIPTIONS** **Reflecting** Reflect on own participation in intercultural exchange and consider how this shapes own identity over time **Language Variation and Change** Understand the value of	actions taken **Informing** Convey ideas and opinions by creating spoken, written and multimodal texts **System of Language** Apply understanding of distinctive features of text organisation informing, reflecting, expressing **Module 4:** **MY SCHOOL** **KEY QUESTION(S):** Are all schools the same? **KEY CONCEPTS:** Community, Classroom culture, Perspective **KEY PROCESSES:** Reflecting, Identifying, Comparing, Translating **CONTENT DESCRIPTIONS** **Language variation and Change** Recognise the impact of media and technology on the way Croatian is changing as a language of local and international communication	**Language variation and Change (3)** Understand the value of communicating within and across languages, and discuss the interrelationship between Croatian, English and other languages **Systems of Language** Develop an understanding and use the sound system of Croatian	interest **Translating** Translate texts, discussing different versions and why these might occur. **Informing** Analyse, summarise and share key ideas and information from a range of texts

communicating within and across languages, and discuss the interrelationship between Croatian, English and other languages **Translating** Create short bilingual texts such as captions, stories and commentaries **Informing** Analyse, summarise and share key ideas and information from a range of texts	**Systems of Language** Use grammatical knowledge to extend meanings, including knowledge of the seven cases of nouns as well as gender and agreement, past and future tenses **Role of Language and Culture** Analyse the ways in which choices in everyday language use reflect cultural practices and values **Informing** Analyse, summarise and share key ideas and information from a range of texts		

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Croatian to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example. *Ovo je moj otac. On se zove Šime. On ima četrdeset i dvije godine*. They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. *Predmete koje učim su engleski, matematika, nauke i povijest.* They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *Moj prijatelj mi je drag jer je vrlo smiješan*. *Također mi je drag jer je vrlo inteligentan*. They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example. *Ja ne mogu doći na utakmicu jer moram učiti*. They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *Nastavnik matematike je vrlo ljubazan, ali nastavnik tijelesnog je ponekada prestrog*.

Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives. They know that language is chosen to reflect contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Croatian. They analyse the impact of technology and media on communication and language forms, the influence of Croatian and English on one another, and the interrelationship of language and culture. They know that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Croatian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels. Updated 29/1/2018