

Polish Year 9 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
<p>Module 1: MIND YOUR MANNERS!</p> <p>KEY QUESTION(S): What has influenced Polish behavioural and cultural etiquette? What does ‘etiquette’ look like in Australia?</p> <p>KEY CONCEPTS: Etiquette, behaviour</p> <p>KEY PROCESSES: Informing, reflecting, expressing, persuading</p>	<p>Module 2: WE HAVE A LOT TO CELEBRATE!</p> <p>KEY QUESTION(S): Why are there so many festivals and celebrations in Poland?</p> <p>KEY CONCEPTS: Celebration, tradition, change</p> <p>KEY PROCESSES: discussing, debating, explaining, corresponding, interpreting, evaluating</p>	<p>Module 4: POLISH FILM BIZ</p> <p>KEY QUESTION(S): What makes Polish cinema so special?</p> <p>KEY CONCEPTS: Movie genre, character</p> <p>KEY PROCESSES: interacting, comparing, presenting, describing, creating, reflecting</p>	<p>Module 6: IS ANYONE HERE A DOCTOR?</p> <p>KEY QUESTION(S): Does not knowing a language stand in the way of getting good medical care?</p> <p>KEY CONCEPTS: Health, illness</p> <p>KEY PROCESSES: informing, creating, describing, transacting, reflecting, expressing</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues</p> <p>INFORMING Give information in different forms, offering own views in relation to the content and considering the</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views</p> <p>INFORMING 1 Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary</p>	<p>CONTENT DESCRIPTIONS</p> <p>CREATING Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings</p> <p>TRANSLATING Create bilingual texts that reveal</p>	<p>CONTENT DESCRIPTIONS</p> <p>INFORMING Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues</p> <p>REFLECTING Reflect on participation in intercultural exchange, taking responsibility for contributing to</p>

<p>significance for particular audiences</p> <p>REFLECTING Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding</p> <p>LANGUAGE VARIATION AND CHANGE Investigate how language varies according to context and speakers</p> <p>ROLE OF LANGUAGE AND CULTURE Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning</p>	<p>issues</p> <p>INFORMING 2 Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences</p> <p>REFLECTING Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding</p> <p>Module 3: POLISH MUSIC AND LYRICS</p> <p>KEY QUESTION(S): What does Polish music mean to me? Is it the same as I feel about other music?</p> <p>KEY CONCEPTS: Music, lyrics, emotion</p> <p>KEY PROCESSES: Interacting, translating, understanding, discussing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate, sustain and extend</p>	<p>aspects of Australian culture for Polish-speaking audiences and vice versa</p> <p>REFLECTING Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding</p> <p>Module 5: TASTING POLAND</p> <p>KEY QUESTION(S): Is food at the heart of our identity?</p> <p>KEY CONCEPTS: Cuisine, fast food, street food</p> <p>KEY PROCESSES: negotiating, comparing, presenting, describing, creating, reflecting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in spoken or written</p>	<p>mutual understanding</p>
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	<p>discussions related to aspirations, relationships and contemporary social issues</p> <p>INFORMING Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences</p> <p>TRANSLATING Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts</p> <p>LANGUAGE VARIATION AND CHANGE Recognise how Polish language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact</p>	<p>transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations</p> <p>TRANSLATING Create bilingual texts that reveal aspects of Australian culture for Polish-speaking audiences and vice versa</p> <p>INFORMING Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues</p>	
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Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Polish to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, *Ona była zmęczona, więc nie poszła na spotkanie. Nie lubię tej powieści, ponieważ jest smutna! Najpierw poszliśmy do kina, a potem wybraliśmy się na lody.* They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of

subjects related to their own interests. In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, *jest m pewien, że... (there is no doubt that...), uważam, że te artykuły przedstawiają tylko jeden punkt widzenia) (I think that these articles offer only one point of view)*. They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. They compare and evaluate ideas across languages and cultures, for example, *Według mnie...z mojego punktu widzenia..., jeśli o mnie chodzi..., osobiście uważam, że... młodzi ludzie interesują się bardziej polityką*. They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.

Students reflect on their experience of learning Polish language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.

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

Updated 29/1/2018