

Polish Years 7-8 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
<p>Module 1: MY GOOD MANNERS GUIDEBOOK</p> <p>KEY QUESTION(S): What is ‘etiquette’ and does it look the same in every culture? Why do foreigners call Polish men gentlemen?</p> <p>KEY CONCEPTS: Etiquette</p> <p>KEY PROCESSES: Informing, reflecting, persuading, describing, negotiating, transacting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating ‘value for money’</p> <p>INFORMING Convey ideas and opinions by creating spoken, written and</p>	<p>Module 2: LET’S CELEBRATE!</p> <p>KEY QUESTION(S): Why should we celebrate?</p> <p>KEY CONCEPTS: Relationship, community, celebration</p> <p>KEY PROCESSES: Sharing perspectives, exchanging, corresponding, identifying</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements</p> <p>INFORMING Analyse, summarise and share key ideas and information from a range</p>	<p>Module 4: THREE, TWO, ONE, ACTION!</p> <p>KEY QUESTION(S): Who is your favourite Polish movie character? Why?</p> <p>KEY CONCEPTS: Movie genre, character</p> <p>KEY PROCESSES: Interacting, comparing, presenting, describing</p> <p>CONTENT DESCRIPTIONS</p> <p>CREATING 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</p>	<p>Module 6: IS ANYONE HERE A DOCTOR?</p> <p>KEY QUESTION(S): How do you feel today?</p> <p>KEY CONCEPTS: Health, illness</p> <p>KEY PROCESSES: Informing, creating, describing, transacting, responding</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Analyse, summarise and share key ideas and information from a range of texts</p> <p>CREATING Create texts for particular audiences that depict experiences or topics of interest</p>

<p>multimodal texts</p> <p>REFLECTING Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses</p> <p>ROLE OF LANGUAGE AND CULTURE Analyse the ways in which choices in everyday language use reflect cultural practices and values</p>	<p>of texts</p> <p>Module 3: POLISH MUSIC AND LYRICS</p> <p>KEY QUESTION(S): What does Polish music mean to me?</p> <p>KEY CONCEPTS: Music, lyric</p> <p>KEY PROCESSES: Interacting, translating, understanding, discussing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences</p> <p>INFORMING Convey ideas and opinions by creating spoken, written and multimodal texts</p> <p>TRANSLATING Translate texts, discussing different</p>	<p>TRANSLATING Create short bilingual texts such as captions, stories and commentaries</p> <p>REFLECTING Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses</p> <p>Module 5: WHEN A POLE IS HUNGRY HE IS ANGRY</p> <p>KEY QUESTION(S): Shall we go to "Maccas"?</p> <p>KEY CONCEPTS: Cuisine, tradition</p> <p>KEY PROCESSES: Negotiating, comparing, presenting, describing, creating</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'</p>	
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	<p>versions and why these might occur</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand the value of communicating within and across languages, and discuss the interrelationship between Polish, English and other languages</p>	<p>INFORMING</p> <p>Analyse, summarise and share key ideas and information from a range of texts</p> <p>TRANSLATING</p> <p>Create short bilingual texts such as captions, stories and commentaries</p>	
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Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Polish 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, *To jest mój ojciec. Ma na imię Edward. Ma czterdzieści dwa lata.* 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. They respond to and create simple informational and imaginative texts, for example, *Zaczynam szkołę o ósmej trzydzieści. Przedmioty, których się uczę to angielski, matematyka, nauka i historia.* They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *Lubię swojego przyjaciela, ponieważ jest bardzo śmieszny/wesoły/ ma dobre poczucie humour. Lubię go też dlatego, że jest bardzo inteligentny.* 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, *Nie przyjdę na mecz, ponieważ muszę się uczyć.* They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *Nauczyciel od matematyki jest bardzo miły, a nauczyciel chemii jest zbyt surowy.*

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 Polish. They analyse the impact of technology and media on communication and language forms, the influence of Polish 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 Italian 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