

Afrikaans Years 7- 8 Course Overview – Year B 2020

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

Term 1	Term 2	Term 3	Term 4
Module 1:	Module 2:	Module 3:	Module 4:
WHERE DO I BELONG? (Waar pas ek in?)	HAVE A GOOD WEEKEND! (Geniet die naweek)	WELCOME TO MY HOUSE (Welkom by my huis)	ARE WE THERE YET? (Hoe ver is dit nog?)
<p>KEY QUESTION(S): Does the manner in which we live shape who we are?</p> <p>KEY CONCEPTS: home, relationship, attitude, value</p> <p>KEY PROCESSES: describing, interpreting, translating, reflecting, noticing, recognising, comparing</p>	<p>KEY QUESTION(S): How do I spend my time?</p> <p>KEY CONCEPTS: leisure, school, identity</p> <p>KEY PROCESSES: planning, participating, identifying, explaining, connecting, noticing patterns, applying</p>	<p>KEY QUESTION: How is a house different to a home?</p> <p>KEY CONCEPTS: hospitality, home, place</p> <p>KEY PROCESSES: discussing, representing, comparing</p>	<p>KEY QUESTION(S): How do other people live?</p> <p>KEY CONCEPTS: community, tourism, representation</p> <p>KEY PROCESSES: transacting, responding, reporting, interpreting, expressing, reflecting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>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 style="text-align: center;">CREATING</p> <p>Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural</p>	<p style="text-align: center;">SOCIALISING</p> <p>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 style="text-align: center;">INFORMING</p> <p>Convey ideas and opinions by creating spoken, written and</p>	<p style="text-align: center;">INFORMING</p> <p>Convey ideas and opinions by creating spoken, written and multimodal texts</p> <p style="text-align: center;">REFLECTING</p> <p>Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken</p> <p style="text-align: center;">CREATING</p> <p>Create texts for particular audiences that depict experiences or topics of</p>

<p>attitudes conveyed, and relate to personal experience</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>SYSTEMS OF LANGUAGE Develop an understanding and use the sound system of Afrikaans</p>	<p>multimodal texts</p> <p>CREATING Create texts for particular audiences that depict experiences or topics of interest</p> <p>TRANSLATING Translate texts, discussing different versions and why these might occur</p> <p>REFLECTING Reflect on own participation in intercultural exchange and consider how this shapes own identity over time</p> <p>ROLE OF LANGUAGE AND CULTURE Analyse the ways in which choices in everyday language use reflect cultural practices and values</p>	<p>Apply understanding of distinctive features of text organisation</p> <p>ROLE OF LANGUAGE AND CULTURE Analyse the ways in which choices in everyday language use reflect cultural practices and values</p>	<p>interest</p> <p>TRANSLATING Translate texts, discussing different versions and why these might occur</p> <p>REFLECTING Reflect on own participation in intercultural exchange and consider how this shapes own identity over time</p> <p>SYSTEMS OF LANGUAGE Apply understanding of distinctive features of text organisation</p>
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Across the year 

Reading program: age appropriate readers which support the language learning connected to each of the modules

Celebration: annual cycle of celebrations as appropriate

Afrikaans: Years 7-8 Achievement Standard

By the end of Year 8, students use Afrikaans to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, fitness – *fiksheid*, *body - liggaam*), and choose among options, for example, in response to questions such as *Verstaan jy waarvan ons praat? Verduidelik die konsep van die vraag?* They produce learnt sounds and formulaic expressions (for example,

gestaan, geswem, gemaak), or partial phrases, often providing only part of the required response in Afrikaans or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'k' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Hoe gaan dit met jou vandag?, Gaan ons nou ry?, Skryf die woord op die witbord asseblief?, Verduidelik vir my wat jy verstaan uit die storie.*

Students know that Afrikaans is one of the national languages in South Africa. They identify the 26 letters of the Afrikaans alphabet. They know that simple sentences follow a pattern, and that nouns require an article. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults with respect. They identify patterns in Afrikaans words and phrases and make comparisons between Afrikaans and English. They know that languages borrow words from each other and provide examples of Afrikaans words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of South Africans and Australians. They understand that they have 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 16/12/2019