

## Afrikaans Years 7-8 Course Overview – Year A 2022

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

Term 1	Term 2	Term 3	Term 4
<b>Module 1: SAFARI</b>	<b>Module 2: OUR NEW HOME (Ons nuwe tuiste)</b>	<b>Module 3: LET'S GET MOVING! (Kom ons beweeg rond!)</b>	<b>Module 4: STEP UP TO THE PLATE (Eet gesond!)</b>
<p><b>KEY QUESTIONS:</b> Is it the journey or the destination?</p> <p><b>KEY CONCEPTS:</b> Naming, journey, place</p> <p><b>KEY PROCESSES:</b> Labelling, observing, noticing, sharing</p>	<p><b>KEY QUESTIONS:</b> What is a place called 'home'?</p> <p><b>KEY CONCEPTS:</b> Place, imagination, journey</p> <p><b>KEY PROCESSES:</b> Labelling, observing, noticing, sharing</p>	<p><b>KEY QUESTION:</b> Does movement affect our perspective?</p> <p><b>KEY CONCEPTS:</b> Health, leisure, experiences</p> <p><b>KEY PROCESSES:</b> Participating, interacting, describing</p>	<p><b>KEY QUESTION:</b> What promotes life?</p> <p><b>KEY CONCEPTS:</b> Health, values, attitude</p> <p><b>KEY PROCESSES:</b> Sharing, creating, comparing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>SOCIALISING</b> 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><b>INFORMING</b> Analyse, summarise and share key ideas and information from a range of texts</p> <p><b>TRANSLATING</b> Translate texts, discussing different versions and why these might occur</p>	<p><b>SOCIALISING</b> Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements</p> <p><b>INFORMING</b> Convey ideas and opinions by creating spoken, written and multimodal texts</p> <p><b>REFLECTING</b> Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses</p>	<p><b>SOCIALISING</b> Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken</p> <p><b>INFORMING</b> Convey ideas and opinions by creating spoken, written and multimodal texts</p> <p><b>SYSTEMS OF LANGUAGE</b> Develop an understanding and use the sound system of Afrikaans</p>	<p><b>SOCIALISING</b> Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'</p> <p><b>CREATING</b> Create texts for particular audiences that depict experiences or topics of interest</p> <p><b>INFORMING</b> Students will learn how to locate specific items of information in texts using early literacy skills</p>

<p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand the value of communicating within and across languages, and discuss the interrelationship between Afrikaans, English and other languages</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Analyse the ways in which choices in everyday language use reflect cultural practices and values</p>	<p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Recognise the impact of media and technology on the way Afrikaans is changing as a language of local and international communication</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> 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><b>ROLE OF LANGUAGE AND CULTURE</b> Analyse the ways in which choices in everyday language use reflect cultural practices and values</p>	<p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Recognise how language use varies depending on the context of the situation and the context of culture</p>
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**Across the year** 

**Celebration:** age-appropriate readers that support the language learning connected to each of the modules; 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.*