

## Bosnian Years 7-8 Course Overview – Year B 2022

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

Term 1	Term 2	Term 3	Term 4
<b>Module 1: MY FAMILY AND FRIENDS</b>	<b>Module 3: LET'S TRAVEL</b>	<b>Module 5: TASTING BOSNIA</b>	<b>Module 6: BOSNIAN SPORT AND LEISURE TIME</b>
<p><b>KEY QUESTION(S):</b> What do you do together with your family?</p> <p><b>KEY CONCEPTS:</b> family, identity, self</p> <p><b>KEY PROCESSES:</b> informing, responding, reviewing, reflecting</p>	<p><b>KEY QUESTION(S):</b> What is your favourite tourist destination? Why?</p> <p><b>KEY CONCEPTS:</b> place, leisure, travel</p> <p><b>KEY PROCESSES:</b> interpreting, planning, evaluating</p>	<p><b>KEY QUESTION(S):</b> Is food at the heart of our identity?</p> <p><b>KEY CONCEPTS:</b> tradition, cuisine, recipes, cooking</p> <p><b>KEY PROCESSES:</b> interacting, comparing, discussing, reflecting, questioning, expressing</p>	<p><b>KEY QUESTION(S):</b> What does Bosnian sport means to me?</p> <p><b>KEY CONCEPTS:</b> sport, leisure, language</p> <p><b>KEY PROCESSES:</b> Interacting, translating, understanding, reflecting, discussing</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>REFLECTING</b> Reflect on own participation in intercultural exchange and consider how this shapes own identity over time</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</p>	<p><b>SOCIALISING</b> Initiate, sustain and extend discussions related to aspirations, relationships, and contemporary social issues</p> <p><b>TRANSLATING</b> Create bilingual texts that reveal aspects of Australian culture for Serbian-speaking audiences and vice versa</p>	<p><b>SOCIALISING</b> Use classroom language to question, elicit and offer opinions, and compare and discuss ideas</p> <p><b>CREATING</b> Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages</p>

<p><b>LANGUAGE VARIATION AND CHANGE</b> Recognise how language use varies depending on the context of the situation and the context of culture</p> <p><b>Module 2:</b> <b>MY SCHOOL</b></p> <p><b>KEY QUESTION(S):</b> Are all schools the same?</p> <p><b>KEY CONCEPTS:</b> youth experience, classroom culture, perspective</p> <p><b>KEY PROCESSES:</b> reflecting, explaining, exemplifying, identifying, comparing, sequencing</p> <p><b>CONTENT DESCRIPTIONS</b></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> Analyse, summarise, and share key ideas and information from a range of texts</p> <p><b>SYSTEMS OF LANGUAGE</b> Use grammatical knowledge to extend meanings, including knowledge of the seven cases of</p>	<p>practices, comparing own and others' reactions and responses</p> <p><b>Module 4:</b> <b>CUSTOMS AND TRADITION</b></p> <p><b>KEY QUESTION(S):</b> Why is so important to maintain Serbian customs, traditions, traditional music and dance?</p> <p><b>KEY CONCEPTS:</b> culture, music, dance, joy</p> <p><b>KEY PROCESSES:</b> Discussing, debating, explaining, understanding</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions</p> <p><b>INFORMING</b> Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences</p> <p><b>REFLECTING</b> Reflect on participation in intercultural exchange, taking</p>	<p><b>REFLECTING</b> Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Recognise how Bosnian 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><b>REFLECTING</b> Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses</p> <p><b>INFORMING</b> Analyse, summarise and share key ideas and information from a range of texts</p>
--	--	--	---

nouns as well as gender and agreement, past and future tenses.	responsibility for contributing to mutual understanding		
<p><b>Bosnian Years 7-8 Achievement Standard</b></p> <p>By the end of Year 8, students use spoken and written Bosnian 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, <i>Ovo je moj otac. On se zove Osman. On ima cetrdeset I dvije godine.</i> 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, <i>Nastava u mojoj skoli pocinje u devet sati. Predmeti koje ucim su: Engleski, matematika, istorija I fizika.</i> They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, <i>Moja prijateljica je jako draga jer je duhovita i zabavna.. Takodjer je veoma inteligentna.</i> 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. <i>Ja ne mogu doci na utakmicu jer moram da ucim.</i> They use conjunctions, adjectives and adverbs to elaborate meanings, for example, <i>nastavnik matematike je jako ljubazan ali je nastavnik fizike ponekad strog.</i></p> <p>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 Bosnian. They analyse the impact of technology and media on communication and language forms, the influence of Bosnian 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 Bosnian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).</p>			

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