

## Persian Years 7-10 Course Overview – 2022 (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><b>Module 1:</b></p> <p><b>PERSIAN VERSION OF NEW YEAR</b></p> <p><b>KEY QUESTION:</b> Why would you celebrate New Year for thirteen days? How do you celebrate New Year?</p> <p><b>KEY CONCEPTS:</b> Celebration, tradition, change</p> <p><b>KEY PROCESSES:</b> discussing, commenting, informing</p>	<p><b>Module 2:</b></p> <p><b>THE CARBON FOOTPRINT</b></p> <p><b>KEY QUESTION:</b> How can you make your life greener?</p> <p><b>KEY CONCEPTS:</b> Environment, responsibility</p> <p><b>KEY PROCESSES:</b> Interacting, transacting, researching, evaluating, reflecting</p>	<p><b>Module 3:</b></p> <p><b>EITHER A DOCTOR OR AN ENGINEER</b></p> <p><b>KEY QUESTIONS:</b> What is your dream job? How important is education to you?</p> <p><b>KEY CONCEPTS:</b> Globalisation, culture, family</p> <p><b>KEY PROCESSES:</b> Exploring, researching, explaining, experiencing, evaluating</p>	<p><b>Module 4:</b></p> <p><b>FARSI-WOOD</b></p> <p><b>KEY QUESTION:</b> How do Persian films rate against Hollywood movies?</p> <p><b>KEY CONCEPTS:</b> Character, experience, technology</p> <p><b>KEY PROCESSES:</b> Analysing, exploring, comparing, researching, connecting, persuading</p>
<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts</p> <p><b>CREATING</b> Create imaginative or expressive texts that draw from and reflect</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours</p> <p><b>INFORMING</b> Research, interpret and evaluate information presented from different perspectives in relation to</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different perspectives</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>CREATING</b> Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence</p> <p><b>SYSTEMS OF LANGUAGE 1</b> Recognise regular and variable elements of spoken Persian, such as social and regional variations</p>

<p>elements of their own tastes and experience</p> <p><b>TRANSLATING</b></p> <p>Create texts that draw on bilingual resources to explore and reflect the multicultural nature of their personal, school and community experience</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Understand that Persian language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p>	<p>youth-related interests, identifying how culture and context affect how information is presented</p> <p><b>REFLECTING</b></p> <p>Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning</p>	<p><b>REFLECTING</b></p> <p>Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Categorise observed changes to Persian in domains of use such as education, media, popular culture and intercultural communication</p>	<p><b>SYSTEMS OF LANGUAGE 3</b></p> <p>Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Categorise observed changes to Persian in domains of use such as education, media, popular culture and intercultural communication</p>
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### Persian End of Year 10 Achievement Standard

By the end of Year 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people's interests, behaviours and values, for example: **چه وقت برگشتی؟** They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example: **خانواده سنتی یا مدرن؟ به نظر شما این روزها کدام روش یا سیستم بهتر است؟** **به عقیده شما چه چیزی بر نسل جوان امروز تأثیر گذار است؟** در مورد دوستان خود کمی صحبت کنید.

When interacting, they use culturally appropriate expressions and protocols, for example: **منمنون، تبریک به همه شما. من به مناسبت ازدواج دخترم دوست دارم کارت دعوتی بفرستم. من حتما برای ابراز آرزوی خوشبختی رانی خواهم آمد. من مفتخرم که شما من را به این جشن مهم دعوت کرده اید اما متاسفانه نمیتوانم شرکت کنم بدلیل اینکه.....** They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example: **در مورد این موضوع چه فکر میکنی؟** **دقیقا به من بگویید تاثیراتش چیست؟ منظور من این است بگویم..... فکرمیکنم که.....**

When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences.

They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects.

