

## Serbian Years 9-10 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: FAMILY AND FRIENDS</b>	<b>Module 3: WHAT IS SO SPECIAL ABOUT SERBIA?</b>	<b>Module 5: TASTING SERBIA</b>	<b>Module 6: SERBIAN SPORT AND LEISURE TIME</b>
<p><b>KEY QUESTION(S):</b> How does my family celebrate Serbian traditions in Australia? Do 'old' traditions change in a new country?</p> <p><b>KEY CONCEPTS:</b> Family, identity, tradition</p> <p><b>KEY PROCESSES:</b> Expressing, reflecting, explaining</p>	<p><b>KEY QUESTION(S):</b> What does Serbia have to offer?</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 Serbian sport tell us about Serbian lifestyle?</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, sustain and extend discussions related to aspirations, relationships and contemporary social issues</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>SOCIALISING</b> Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views</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>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> Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions</p> <p><b>TRANSLATING</b> Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and</p>

<p><b>LANGUAGE VARIATION AND CHANGE</b> Investigate how language varies according to context and speakers</p> <p><b>Module 2:</b> <b>SCHOOL LIFE</b></p>	<p><b>REFLECTING</b> Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding</p> <p><b>Module 4:</b> <b>CUSTOMS AND TRADITION</b></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></p>	<p>cultural meanings</p> <p><b>REFLECTING</b> Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding</p>
<p><b>KEY QUESTION(S):</b> Would I have to work harder if I went to school in Serbia?</p> <p><b>KEY CONCEPTS:</b> Education, routine, expectation</p> <p><b>KEY PROCESSES:</b> Expressing, questioning, evaluating, summarising</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>Recognise how Serbian 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>INFORMING</b> Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues.</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> Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues</p> <p><b>SYSTEMS OF LANGUAGE</b> Extend grammatical knowledge, including present, past and future tenses, and a deeper 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 responsibility for contributing to</p>		

of the seven cases to interpret and create meaning in texts	mutual understanding		
<b>Serbian Years 9-10 Achievement Standard</b>			
<p>By the end of Year 10, students use written and spoken Serbian to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, била је уморна, зато није изашла у град. Не свиђа ми се та књига јер је тужна! Прво смо ишли у биоскоп, затим смо отишли на сладолед. They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, нема сумње да ... Мислим да ови чланци показују само једну страну приче. They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. They compare and evaluate ideas across languages and cultures, for example, Моје мишљење је... са моје стране погледа...што се мене тиче... лично. Млади људи су више заинтересовани за политику. They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.</p> <p>Students reflect on their experience of learning Serbian language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.</p>			

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