

Italian R-2 Course Overview – Year C 2018

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

Term 1	Term 2	Term 3	Term 4
Module 1: ABOUT ME	Module 2: ECCO LA MIA FAMIGLIA (HERE IS MY FAMILY)	Module 3: BENVENUTI A CASA MIA (WELCOME TO MY HOUSE)	Module 4: MONA LISA SMILING
<p>KEY QUESTION: Who am I?</p> <p>KEY CONCEPTS: self, identity</p> <p>KEY PROCESSES: interacting, describing, identifying</p>	<p>KEY QUESTION: Who is in my family?</p> <p>KEY CONCEPTS: family, friendship, relationship</p> <p>KEY PROCESSES: relating, sharing, noticing</p>	<p>KEY QUESTION: What is my house like?</p> <p>KEY CONCEPTS: space, place</p> <p>KEY PROCESSES: labelling, illustrating, presenting</p>	<p>KEY QUESTION: Who is Mona Lisa?</p> <p>KEY CONCEPTS: shape, form, pattern</p> <p>KEY PROCESSES: locating, creating, observing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play</p> <p style="text-align: center;">INFORMING</p> <p>Locate specific items of information in texts using early literacy skills</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play</p> <p style="text-align: center;">INFORMING</p> <p>Give factual information about known people, everyday objects, family celebrations and personal experiences</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song</p> <p style="text-align: center;">INFORMING</p> <p>Locate specific items of information in texts using early literacy skills</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p> <p>Understand that language is organised as texts</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in classroom routines, games, instructions and shared activities</p> <p style="text-align: center;">INFORMING</p> <p>Locate specific items of information in texts using early literacy skills</p> <p style="text-align: center;">TRANSLATING</p> <p>Create a personal or shared record of 'interesting' words in Italian</p>

<p>CREATING Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression</p> <p>REFLECTING Identify and describe aspects of self in relation to others</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day</p>	<p>TRANSLATING Share with others what they can express in Italian, and explain how meanings are similar or different</p> <p>SYSTEMS OF LANGUAGE Notice and use some aspects of the Italian language_system, including gender forms, simple sentence structures and the placement of adjectives</p>	<p>REFLECTING Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language_use</p> <p>ROLE OF LANGUAGE AND CULTURE Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</p>	<p>ROLE OF LANGUAGE AND CULTURE Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</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

Reception to Year 2 Achievement Standard

By the end of Year 2, students use Italian 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, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian 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 'ch' 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 *Ho sei anni. Sono bravo. Il gelato è buono.*

Students know that Italian is the national language of Italy. They identify the 21 letters of the Italian alphabet. They know that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults. They identify patterns in Italian words and phrases and make comparisons between Italian and English. They know that languages borrow words from each other and provide examples of Italian words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of Italians

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

Updated 22/12/2017