

## Italian 3-4 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
<p><b>Module 1:</b></p> <p style="background-color: #d9e1f2;"><b>TUTTI DIVERSI, TUTTI UGUALI- (ALL DIFFERENT, ALL THE SAME)</b></p> <p><b>KEY QUESTION:</b> What am I like?</p> <p><b>KEY CONCEPTS:</b> self, identity, character</p> <p><b>KEY PROCESSES:</b> identifying, describing, connecting</p> <p style="background-color: #ffc107;"><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home</p> <p><b>INFORMING</b> Obtain and process factual information about people, routines, responsibilities and interests</p>	<p><b>Module 2:</b></p> <p style="background-color: #d9e1f2;"><b>TANTE FAMIGLIE, TUTTE SPECIALI (MANY FAMILIES, ALL SPECIAL)</b></p> <p><b>KEY QUESTION:</b> How is my family special?</p> <p><b>KEY CONCEPTS:</b> family, friendship, relationship</p> <p><b>KEY PROCESSES:</b> relating, noticing, observing, creating</p> <p style="background-color: #ffc107;"><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home</p> <p><b>CREATING</b> Create short, simple imaginative texts for different audiences</p>	<p><b>Module 3:</b></p> <p style="background-color: #d9e1f2;"><b>BENVENUTI A CASA MIA (WELCOME TO MY HOUSE)</b></p> <p><b>KEY QUESTION:</b> What makes my house special?</p> <p><b>KEY CONCEPTS:</b> home, place, identity</p> <p><b>KEY PROCESSES:</b> presenting, recognizing, comparing</p> <p style="background-color: #ffc107;"><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in collaborative action in class experiences and activities</p> <p><b>INFORMING</b> Give factual information about people, objects, places and events in texts supported by graphics or illustrations</p>	<p><b>Module 4:</b></p> <p style="background-color: #d9e1f2;"><b>MONA LISA SMILING</b></p> <p><b>KEY QUESTION:</b> Where is the real Mona Lisa?</p> <p><b>KEY CONCEPTS:</b> form, expression, pattern</p> <p><b>KEY PROCESSES:</b> exploring, reflecting, discussing</p> <p style="background-color: #ffc107;"><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting</p> <p><b>INFORMING</b> Give factual information about people, objects, places and</p>

<p><b>CREATING</b> Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions</p> <p><b>REFLECTING</b> Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that language use varies according to the participants' age, gender and relationship, and the context of use</p>	<p><b>TRANSLATING</b> Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English</p> <p><b>SYSTEMS OF LANGUAGE</b> Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms</p>	<p><b>REFLECTING</b> Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise how grammatical structures are used to form simple texts</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific idea</p>	<p>events in texts supported by graphics or illustrations</p> <p><b>TRANSLATING</b> Create simple bilingual texts</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas</p>
--	--	--	---

**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

### Year 3-4 Achievement Standard

By the end of Year 4, students comprehend a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea. They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.* They use short sentences, reorganising known language to fit personal responses, for example, *Giochi domani? Sì/no/Forse.* Students understand short written texts, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Students demonstrate an understanding of the fact that language is used differently in different situations and contexts. They know the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They demonstrate understanding of basic Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree. They identify similarities and differences in the patterns of Italian language compared to English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They identify cultural differences in ways of communicating and describe similarities and differences between their own and other cultures.

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

Updated 22/12/2017