

Italian 5-7 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:	Module 2:	Module 3:	Module 4:
I'M AUSTRALIAN TOO	TANTE FAMIGLIE, TUTTE SPECIALI (MANY FAMILIES, ALL SPECIAL)	BENVENUTI A CASA MIA (WELCOME TO MY HOUSE)	MONA LISA SMILING
<p>KEY QUESTION: Where am I from? How am I unique?</p> <p>KEY CONCEPTS: self, identity</p> <p>KEY PROCESSES: connecting, identifying, describing</p>	<p>KEY QUESTION: Is family important to me?</p> <p>KEY CONCEPTS: family, friendship, relationship</p> <p>KEY PROCESSES: comparing, presenting, creating</p>	<p>KEY QUESTION: How is a house different to a home?</p> <p>KEY CONCEPTS: hospitality, home, place</p> <p>KEY PROCESSES: discussing, representing, comparing</p>	<p>KEY QUESTION: What is inside the painting? Does Mona Lisa belong to the world?</p> <p>KEY CONCEPTS: perspective, expression, emotion</p> <p>KEY PROCESSES: interpreting, sharing, reflecting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Interact to share interests, leisure activities, feelings, opinions and preferences</p> <p>INFORMING Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas</p>	<p>SOCIALISING Interact to share interests, leisure activities, feelings, opinions and preferences</p> <p>CREATING Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events</p>	<p>INFORMING Represent information appropriately for different audiences, using a variety of modes</p> <p>REFLECTING Compare everyday social experiences and related language use and consider own responses and reactions and those of others</p>	<p>SOCIALISING Interact in classroom activities and create shared class routines</p> <p>INFORMING Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas</p>

<p>CREATING Share and compare opinions about ideas in imaginative texts</p> <p>REFLECTING Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as learner of Italian, and consider how these aspects contribute to identity formation</p> <p>LANGUAGE VARIATION AND CHANGE Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society</p>	<p>TRANSLATING Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning</p> <p>SYSTEMS OF LANGUAGE Use grammatical knowledge, to interpret and create meaning in Italian</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that language use varies according to the contexts of situation and culture</p>	<p>SYSTEMS OF LANGUAGE Notice and use distinctive features of text organisation in Italian</p> <p>ROLE OF LANGUAGE AND CULTURE Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own</p>	<p>TRANSLATING Create simple bilingual texts and discuss what translates easily or not</p> <p>ROLE OF LANGUAGE AND CULTURE Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own</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

Year 5-6 Achievement Standard

By the end of Year 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, *È buonissimo ...è molto bravo, mi piace di più ..., penso di sì/no, secondo me...*, accept or reject ideas, agree and disagree, for example, *No, non sono d'accordo! Hai ragione/torto*. They ask simple questions, for example, *Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu?* They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più ...*. They write descriptions, letters, messages, summaries, invitations and narratives. They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite. Students use some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate an understanding of variation in language use, adapting language forms according to audience and context. They identify linguistic and cultural differences, know that Australia is a multilingual and multicultural society, and that dialects are spoken both in Italy and in Italian-speaking communities around the world. Students compare, identify and discuss their responses and reactions in intercultural exchanges.

Year 7-8 Achievement Standard

By the end of Year 8, students use spoken and written Italian 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, *Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni*. 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, *Io comincio la scuola alle otto e mezzo. Le materie che studio sono l'inglese, la matematica, le scienze e la storia*. They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente*. 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, *Non posso venire alla partita perché devo studiare*. They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo*.



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 Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian 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 Italian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).

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

Updated 22/12/2017