

Italian Year 8 Course Overview – 2018

This overview was developed to cater to the majority cohort of learners: 7-10 sequence (Year 8 entry)

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 3:	Module 5:	Module 7:
CULTURAL IDENTITY	FOOD, CULTURE AND RELATIONSHIP	WHERE I LIVE	BEACH CULTURE
<p>KEY QUESTION(S): What does culture teach us?</p> <p>KEY CONCEPTS: identity, intercultural sensitivity, cultural assumption</p> <p>KEY PROCESSES: Reflecting, comparing, noticing</p>	<p>KEY QUESTION(S): Is food just fuel?</p> <p>KEY CONCEPTS: exchange, etiquette, equivalence, comparison</p> <p>KEY PROCESSES: transacting, negotiating, comparing, describing, transacting, ordering</p>	<p>KEY QUESTION(S): How does where we live affect our lifestyle?</p> <p>KEY CONCEPTS: journey, neighbourhood, distance, environment</p> <p>KEY PROCESSES: informing, connecting, analysing, comparing, reflecting</p>	<p>KEY QUESTION(S): Does going to the beach have the same meaning for Italians as Australians?</p> <p>KEY CONCEPTS: journey, perspective, leisure</p> <p>KEY PROCESSES: interacting, persuading, complaining, negotiating, suggesting, explaining</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes</p> <p style="text-align: center;">REFLECTING</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions</p> <p>Develop language to interact in classroom routines and tasks, for example, posing questions, asking</p>	<p style="text-align: center;">INFORMING</p> <p>Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising</p> <p>Convey factual information and ideas through a range of spoken,</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding</p> <p style="text-align: center;">INFORMING</p> <p>Convey factual information and ideas through a range of spoken,</p>

<p>Reflect on own and others' responses to intercultural experiences and interactions</p> <p>SYSTEMS OF LANGUAGE Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form</p> <p>Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction.</p> <p>Module 2: MY FAMILY</p> <p>KEY QUESTION(S): What represents a typical Australian/Italian family?</p> <p>KEY CONCEPTS: self, family, memory, past, space</p>	<p>for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions</p> <p>ROLE OF LANGUAGE CULTURE Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values</p> <p>LANGUAGE VARIATION AND CHANGE Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia</p> <p>Module 4: SCHOOL LIFE</p> <p>KEY QUESTION(S): What happens in my school day? What would my school day be like if I was living in Italy? What about my pastimes?</p> <p>KEY CONCEPTS: routine, experience, friendship.</p>	<p>written and multimodal texts, using information from a range of sources</p> <p>LANGUAGE VARIATION AND CHANGE Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia</p> <p>Module 6: HOME AND LIFESTYLE</p> <p>KEY QUESTION(S): Where do the majority of Italians/Australians live?</p> <p>KEY CONCEPTS: home, neighbourhood, place</p> <p>KEY PROCESSES: locating, describing, expressing, comparing, reviewing, reflecting</p> <p>CONTENT DESCRIPTIONS SOCIALISING Develop language to interact in classroom routines and tasks, for example, posing questions, asking</p>	<p>written and multimodal texts, using information from a range of sources</p> <p>TRANSLATING Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ</p> <p>SYSTEMS OF LANGUAGE Understand the features of common spoken, written and multimodal texts</p>
--	--	---	---

<p>KEY PROCESSES: Interpreting, comparing, describing, contextualizing, expressing, understanding, connecting.</p> <p>CONTENT DESCRIPTIONS</p> <p>CREATING Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages</p> <p>Create imaginative texts that present events, characters and emotions from their own experiences</p> <p>TRANSLATING Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings</p> <p>REFLECT Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time</p>	<p>KEY PROCESSES: exchanging, reflecting, connecting.</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes</p> <p>REFLECTING Reflect on own and others' responses to intercultural experiences and interactions</p> <p>TRANSLATING Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings</p> <p>INFORMING Convey factual information and ideas through a range of spoken. Written and multimodal texts, using information from a range of sources</p>	<p>for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions</p> <p>INFORMING Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources</p> <p>TRANSLATING Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings</p> <p>SYSTEMS OF LANGUAGE Understand the features of common spoken, written and multimodal texts</p>	
---	---	---	--

Years 7 and 8 Achievement Standard

By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as *e, ma, però, anche, perché-* and *invece* to create simple texts using known vocabulary and structures.

Students identify similarities between Italian and English and understand that they are related languages which borrow from each other. They know that that literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types. They know that language reflects 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 reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response 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 29/1/2018