Italian Year 10 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: **MY FAMILY STORY**	**Module 3:** **SPACES AND PLACES**	**Module 5:** **MADE IN ITALY**	**Module 7:** **DOES THE ENVIRONMENT NEED PROTECTING?**
KEY QUESTION(S): What does family mean to you? What represents a typical family in Australia and in Italy? Is there such a thing as a typical family?	**KEY QUESTION(S):** What makes a place 'special' or important? What is so important about being on the world heritage list?	**KEY QUESTION(S):** How is culture conveyed through products?	**KEY QUESTION(S):** Why should we care for the environment? Does what you do make a difference anyway?
KEY CONCEPTS: Family, identity, history, tradition	**KEY CONCEPTS:** Perception	**KEY CONCEPTS:** Values, globalisation	**KEY CONCEPTS:** Environment, community, globalisation
KEY PROCESSES: Identifying, reflecting, analysing, discussing, demonstrating	**KEY PROCESSES:** Exchanging, comparing, negotiating, presenting, identifying diverse perspectives	**KEY PROCESSES:** Exchanging, commenting, negotiating, presenting, expressing, connecting, transposing, reporting	**KEY PROCESSES:** Discussing, debating, commenting, expressing, questioning, identifying
CONTENT DESCRIPTIONS	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**
SOCIALISING Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings **INFORMING** Convey information and compare	**INFORMING** Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences	**SOCIALISING** Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings **INFORMING** Select and organise information	**SOCIALISING** Use classroom language to question, elicit and offer opinions, and compare and discuss ideas **INFORMING** Select and organise information from a range of spoken, written and multimodal texts in Italian; process

diverse perspectives from multiple sources in Italian **REFLECTING** Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence **SYSTEMS OF LANGUAGE** Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives **Module 2:** **EATING AND LIVING WELL** **KEY QUESTION(S):** Fast food versus slow food, which is better? **KEY CONCEPTS:** Values, media, experiences **KEY PROCESSES:** questioning, presenting, connecting, evaluating, reflecting	**REFLECTING** Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed **SYSTEMS OF LANGUAGE** Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives **LANGUAGE VARIATION AND CHANGE** Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact **Module 4:** **SCIENCE, TECHNOLOGY AND LANGUAGE** **KEY QUESTION(S):** How do science and technology influence language changes across	from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences **SYSTEMS OF LANGUAGE** Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts **Module 6:** **MY EDUCATION AND FUTURE PLANS** **KEY QUESTION(S):** How do my choices and decisions affect my future? **KEY CONCEPTS:** Relationships, values, experiences **KEY PROCESSES:** Exchanging, expressing, analysing **CONTENT DESCRIPTIONS** **SOCIALISING** Participate in individual and collective action by deciding, explaining and justifying	and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences **TRANSLATING** Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ **SYSTEMS OF LANGUAGE** Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence

CONTENT DESCRIPTIONS **SYSTEMS OF LANGUAGE** Analyse the features of a range of spoken texts, recognising grammatical structures, cohesion and coherence **INFORMING** Select and organise information from a range of spoken texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences **REFLECTING** Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed	the world? **KEY CONCEPTS:** Technology, change **KEY PROCESSES:** Identifying diverse perspectives, debating, translating **CONTENT DESCRIPTIONS** **TRANSLATING** Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts **SYSTEMS OF LANGUAGE** Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence **LANGUAGE VARIATION AND CHANGE (1)** Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact **LANGUAGE VARIATION AND CHANGE (2)** Compare and contrast aspects of	**CREATING** Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate **SYSTEMS OF LANGUAGE** Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives	

	communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages		

Years 9 and 10 Achievement Standard

By the end of Year 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, *a differenza di; invece*), and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (for example, *prima … poi … infine*); and qualify statements, for example, through the use of relative clauses. They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.

Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They explain how Italian language use varies according to context, purpose and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends, and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels. Updated 29/1/2018