

Italian Year 9 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
<p>Module 1: CULTURAL IDENTITY</p> <p>KEY QUESTION(S): What gives a nation its culture?</p> <p>KEY CONCEPTS: Identity, intercultural sensitivity, cultural assumption</p> <p>KEY PROCESSES: Reflecting, comparing, noticing</p>	<p>Module 3: FOOD AND IDENTITY</p> <p>KEY QUESTION(S): Why does food effect human emotion so strongly?</p> <p>KEY CONCEPTS: Exchange, etiquette, equivalence, comparison</p> <p>KEY PROCESSES: Comparing, negotiating, describing</p>	<p>Module 5: LOCATION, LOCATION, LOCATION</p> <p>KEY QUESTION(S): How does geography influence lifestyle and point of view?</p> <p>KEY CONCEPTS: Journey, neighbourhood, distance, environment</p> <p>KEY PROCESSES: Informing, comparing, connecting, analysing</p>	<p>Module 7: AMICI DEL MARE (BEACH FRIENDS)</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: Comparing, analysing, explaining</p>
<p>CONTENT DESCRIPTIONS</p> <p>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</p> <p>REFLECTING Reflect on own identity in general</p>	<p>CONTENT DESCRIPTIONS</p> <p>CREATING Create imaginative texts to express experiences, ideas and emotions</p> <p>ROLE OF LANGUAGE AND CULTURE Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings</p> <p>LANGUAGE VARIATION AND CHANGE Analyse lexical and grammatical choices made in a range of texts in</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in individual and collective action by deciding explaining and justifying</p> <p>TRANSLATING Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts</p>

<p>and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence</p> <p>ROLE OF LANGUAGE AND CULTURE Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity</p> <p>Module 2: WHO AM I?</p> <p>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?</p> <p>KEY CONCEPTS: Family, memory, tradition</p> <p>KEY PROCESSES: Understanding, describing, expressing, interpreting</p> <p>CONTENT DESCRIPTIONS CREATING Respond to imaginative texts, stating views about themes, events and values, and making connections</p>	<p>Module 4: WHAT A LONG WEEK!</p> <p>KEY QUESTION(S): Which secondary school would I go to if I was living in Italy? Would I prefer school in Australia or in Italy?</p> <p>KEY CONCEPTS: Routine, classroom culture, relationship, community</p> <p>KEY PROCESSES: Exchanging, reflecting, comparing</p> <p>CONTENT DESCRIPTIONS SOCIALISING Use classroom language to question, elicit and offer opinions, and compare and discuss ideas</p> <p>SYSTEMS OF LANGUAGE Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence</p>	<p>different contexts to develop an understanding that language use varies in the contexts of situation and culture</p> <p>Module 6: HOME AND NEIGHBOURHOOD</p> <p>KEY QUESTION(S): What does home mean to me?</p> <p>KEY CONCEPTS: Home, neighbourhood, place</p> <p>KEY PROCESSES: Describing, locating, expressing, comparing, reflecting</p> <p>CONTENT DESCRIPTIONS CREATING Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate</p> <p>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</p>	<p>INFORMING</p> <p>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</p>
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<p>with own experiences as appropriate</p> <p>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</p>		<p>SOCIALISING Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings</p>	
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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.