

Italian Years 3-4 Course Overview – Year A 2022

Further information can be found in the Module and Lesson Plans for this language.

| Term 1 | Term 2 | Term 3 | Term 4 |
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| <p>Module 1: A LAND FAR, FAR AWAY</p> <p>KEY QUESTION: What is special about Italy?</p> <p>KEY CONCEPTS: Place, imagination, journey</p> <p>KEY PROCESSES: Comparing, describing, interacting</p> | <p>Module 2: UN ELEFANTE IN UNA GONNA? ELEPHANT IN A SKIRT?</p> <p>KEY QUESTION: What are you wearing?</p> <p>KEY CONCEPTS: Identity, character</p> <p>KEY PROCESSES: Creating, selecting, presenting</p> | <p>Module 3: LET'S GET MOVING!</p> <p>KEY QUESTION: What gets you moving?</p> <p>KEY CONCEPTS: Health, well-being, leisure</p> <p>KEY PROCESSES: Recording, participating, comparing</p> | <p>Module 4: VIVA LA CIOCCOLATA! HOORAY FOR CHOCOLATE!</p> <p>KEY QUESTION: How important is chocolate?</p> <p>KEY CONCEPTS: Celebration, tradition</p> <p>KEY PROCESSES: Sharing, creating, comparing</p> |
| <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING 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>INFORMING Give factual information about people, objects, places and events in texts supported by graphics or illustrations</p> | <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complementing</p> <p>CREATING Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions</p> <p>TRANSLATING Create simple bilingual texts</p> | <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and every day routines relating to self, school and home</p> <p>INFORMING Give factual information about people, objects, places and events in texts supported by graphics or illustrations</p> | <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Students participate in everyday transactions to obtain goods</p> <p>SYSTEMS OF LANGUAGE Recognise how grammatical structures are used to form simple texts</p> <p>CREATING Create short, simple imaginative texts for different audiences</p> |

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| <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand that Italian is spoken in a variety of forms within and outside of Italy</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas</p> | <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages</p> | <p>REFLECTING</p> <p>Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages</p> | <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages</p> |
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Across the year 

Reading program: age-appropriate readers that support the language learning connected to each of the modules

Italian Years 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. 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.