

## Italian Years 5-6 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
<p><b>Module 1:</b> <b>A LAND FAR, FAR AWAY</b></p> <p><b>KEY QUESTIONS:</b> What makes a journey? What do I love about Italy?</p> <p><b>KEY CONCEPTS:</b> Place, journey lifestyle</p> <p><b>KEY PROCESSES:</b> Planning, researching, reflecting, synthesising</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact to share interests, leisure activities, feelings, opinions and preferences</p> <p><b>INFORMING</b> Listen to, view and read texts and gather information from arrange of sources, including concepts drawn from other learning areas</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that Italian is one of many community languages spoken</p>	<p><b>Module 2:</b> <b>FARE LA BELLA FIGURA MAKING A GOOD IMPRESSION</b></p> <p><b>KEY QUESTIONS:</b> Do clothes make the person?</p> <p><b>KEY CONCEPTS:</b> Identity, intercultural understanding</p> <p><b>KEY PROCESSES:</b> Comparing, reflecting, connecting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact to share interests, leisure activities, feelings, opinions and preferences</p> <p><b>CREATING</b> Share and compare opinions about ideas in imaginative texts</p> <p><b>INFORMING</b> Represent information appropriately for different audiences, using a variety of modes</p>	<p><b>Module 3:</b> <b>LET'S GET MOVING</b></p> <p><b>KEY QUESTIONS:</b> Why is exercise important to our health?</p> <p><b>KEY CONCEPTS:</b> Leisure, health and well-being</p> <p><b>KEY PROCESSES:</b> Participating, researching, discussing, describing, reflecting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact to share interests, leisure activities, feelings, opinions and preferences</p> <p><b>INFORMING</b> Represent information appropriately for different audiences, using a variety of modes</p> <p><b>REFLECTING</b> Compare everyday social experiences and related language use and consider own responses and reactions and those of others</p>	<p><b>Module 4:</b> <b>VIVA LA CIOCCOLATA! HOORAY FOR CHOCOLATE!</b></p> <p><b>KEY QUESTION:</b> Does everyone celebrate the same way? What makes a festival?</p> <p><b>KEY CONCEPTS:</b> Celebration, tradition</p> <p><b>KEY PROCESSES:</b> Discussing, organising, planning, creating, sharing</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact to share interests, leisure activities, feelings, opinions and preferences</p> <p><b>INFORMING</b> Listen to, view and read texts and gather information from arrange of sources, including concepts drawn from other learning areas</p> <p><b>CREATING</b> Create imaginative texts for different audiences such as digital</p>

<p>in Australia including Aboriginal languages, Asian languages and world languages</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</p>	<p><b>TRANSLATING</b> Create simple bilingual texts and discuss what translates easily or not</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that Italian is one of many community languages spoken in Australia including Aboriginal Languages, Asian languages and world languages</p>	<p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages, Asian languages and world languages</p> <p><b>SYSTEMS OF LANGUAGE</b> Develop pronunciation and intonation of Italian-specific sounds; use grammatical knowledge, to interpret and create meaning in Italian; notice and use distinctive features of text organisation in Italian</p>	<p>stories and raps using imaginary characters, places, ideas and events</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that Italian is one of many community languages spoken in Australia including Aboriginal 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 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.

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