

Italian Years R-2 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>Module 1: A LAND FAR, FAR AWAY</p> <p>KEY QUESTIONS: What do I know about Italy?</p> <p>KEY CONCEPTS: Place, imagination, journey</p> <p>KEY PROCESSES: Labelling, observing, noticing</p>	<p>Module 2: DRESS UPS</p> <p>KEY QUESTIONS: Who do I want to be?</p> <p>KEY CONCEPTS: Identity, character</p> <p>KEY PROCESSES: Playing, informing, describing</p>	<p>Module 3: LET'S GET MOVING</p> <p>KEY QUESTIONS: How active am I?</p> <p>KEY CONCEPTS: Health and well -being</p> <p>KEY PROCESSES: Participating, interacting, describing</p>	<p>Module 4: VIVA LA CIOCCOLATA HOORAY FOR CHOCOLATE!</p> <p>KEY QUESTION: Do you like chocolate? How do we celebrate?</p> <p>KEY CONCEPTS: Celebration, tradition</p> <p>KEY PROCESSES: Sharing, creating, comparing</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play</p> <p>INFORMING Locate specific items of information in texts using early literacy skills</p> <p>REFLECTING Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song</p> <p>CREATING Create stories and perform imaginary experiences</p> <p>TRANSLATING Share with others what they can express in Italian, and explain how meanings are similar or different</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song</p> <p>INFORMING Locate specific items of information in texts using early literacy skills</p> <p>ROLE OF LANGUAGE AND CULTURE Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song</p> <p>CREATING Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression</p>

<p>similarities and differences between Italian and Australian cultural practices and related language use</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>ROLE OF LANGUAGE AND CULTURE</p> <p>Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</p>	<p>REFLECTING</p> <p>Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use</p> <p>SYSTEMS OF LANGUAGE</p> <p>Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives</p>		<p>INFORMING</p> <p>Students will learn how to locate specific items of information in texts using early literacy skills</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Students will learn to 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 R-2 Achievement Standard

By the end of Year 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*

Students know that Italian is the national language of Italy. They identify the 21 letters of the Italian alphabet. They know that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults. They identify patterns in Italian words and phrases and make comparisons between Italian and English. They know that languages borrow words from each other and provide examples of Italian words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.

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