



## SAMPLE COURSE OUTLINE

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**ITALIAN: BACKGROUND LANGUAGE  
ATAR YEAR 12**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### Italian: Background Language – ATAR Year 12

#### Semester 1 – Unit 3

Week	Key teaching points	
1–5	<p><b>Learning context and topic</b> The individual: <b>Making choices</b> Students reflect on:</p> <ul style="list-style-type: none"> <li>• life choices</li> <li>• career choices.</li> </ul> <p><b>Text types and kinds of writing</b></p> <ul style="list-style-type: none"> <li>• account, blog posting, chart, description, message, summary</li> <li>• informative and reflective writing</li> </ul> <p><b>Intercultural understandings</b></p> <ul style="list-style-type: none"> <li>• impact of outside influences on teenagers e.g. peer pressure and conflict</li> <li>• comparison of the future study and career situation for young people living in Italian-speaking communities and young people living in Australia</li> </ul> <p><b>Task 1: Response: Viewing and reading</b></p>	<p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, phrases and expressions associated with the learning contexts and topics and related texts</li> <li>• Grammar – provide opportunities for students to recognise and use the following <ul style="list-style-type: none"> <li>▪ verbs (moods/tenses) – past absolute tense; subjunctive mood – pluperfect</li> </ul> </li> <li>• Sound and writing systems – show understanding and apply knowledge of the Italian sound and writing systems to communicate information, ideas and opinions effectively, in a variety of situations</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Strategies such as:</p> <ul style="list-style-type: none"> <li>• scanning texts and selecting appropriate information</li> <li>• identifying key words and main points</li> <li>• making notes and summarising</li> <li>• using oral clues to predict and help with interpreting meaning</li> <li>• structuring an argument, expressing ideas and opinions</li> <li>• thinking critically and analytically</li> <li>• manipulating known elements in a new context to create meaning in written forms</li> <li>• using monolingual and bilingual dictionaries.</li> </ul>
6–10	<p><b>Learning context and topic</b> The Italian-speaking communities: <b>Culture and the arts</b> Students explore:</p> <ul style="list-style-type: none"> <li>• Italian traditions and values</li> <li>• the arts in the lives of Italian speakers.</li> </ul> <p><b>Text types and kinds of writing</b></p> <ul style="list-style-type: none"> <li>• advertisement, article, conversation, description, interview, review, summary</li> <li>• persuasive and evaluative writing</li> </ul> <p><b>Intercultural understandings</b></p> <ul style="list-style-type: none"> <li>• the role of traditions and the arts in Italian-speaking communities</li> <li>• <i>Cinema italiano</i> – neorealism, <i>Commedia all'Italiana</i>, Spaghetti Westerns</li> </ul> <p><b>Task 2: Response: Listening</b> <b>Task 3: Oral communication</b></p>	<p>Strategies such as:</p> <ul style="list-style-type: none"> <li>• scanning texts and selecting appropriate information</li> <li>• identifying key words and main points</li> <li>• making notes and summarising</li> <li>• using oral clues to predict and help with interpreting meaning</li> <li>• structuring an argument, expressing ideas and opinions</li> <li>• thinking critically and analytically</li> <li>• manipulating known elements in a new context to create meaning in written forms</li> <li>• using monolingual and bilingual dictionaries.</li> </ul>

Week	Key teaching points
11–15	<p><b>Learning context and topic</b> The changing world: <b>The changing nature of work</b> Students explore:</p> <ul style="list-style-type: none"> <li>• impact of advances in communication technologies on study and employment</li> <li>• careers and opportunities now and in the future</li> <li>• effect of changes in expectations and aspirations on study and employment.</li> </ul> <p><b>Text types and kinds of writing</b></p> <ul style="list-style-type: none"> <li>• announcement, article, chart, interview</li> <li>• informative and evaluative writing</li> </ul> <p><b>Intercultural understandings</b></p> <ul style="list-style-type: none"> <li>• use of communication technologies by students in Italian-speaking communities and students in Australia</li> <li>• uptake of higher education in Italy and Australia</li> <li>• roles of men and women at work in Italian-speaking communities and in Australia</li> </ul> <p><b>Task 4: Response: Listening</b> <b>Task 5: Written communication</b></p>
16	<p><b>Task 6: Semester 1 Practical (oral) examination</b> <b>Task 7: Semester 1 Written examination</b></p>

## Semester 2 – Unit 4

Week	Key teaching points	
1–5	<p><b>Learning context and topic</b> The individual: <b>Making a contribution</b> Students reflect on:</p> <ul style="list-style-type: none"> <li>• their role in the community</li> <li>• how they make a contribution to contemporary society.</li> </ul> <p><b>Text types and kinds of writing</b></p> <ul style="list-style-type: none"> <li>• account, blog posting, description, journal entry, script</li> <li>• reflective writing</li> </ul> <p><b>Intercultural understandings</b></p> <ul style="list-style-type: none"> <li>• attitude to gender and age</li> <li>• youth involvement in environmental and social causes</li> </ul> <p><b>Task 8: Written communication</b> <b>Task 9: Response: Listening</b></p>	<p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, phrases and expressions associated with the learning contexts and topics and related texts</li> <li>• Grammar – provide opportunities for students to recognise and use the following <ul style="list-style-type: none"> <li>▪ verbs (moods/tenses) – past absolute tense; subjunctive mood – pluperfect</li> </ul> </li> <li>• Sound and writing systems – show understanding and apply knowledge of the Italian sound and writing systems to communicate information, ideas and opinions effectively, in a variety of situations</li> </ul>
6–10	<p><b>Learning context and topic</b> The Italian-speaking communities: <b>Italian identity in the International context</b> Students explore:</p> <ul style="list-style-type: none"> <li>• international migration experiences</li> <li>• the place of Italian-speaking communities in the world.</li> </ul> <p><b>Text types and kinds of writing</b></p> <ul style="list-style-type: none"> <li>• account, article, description, film (excerpt), interview, journal entry</li> <li>• informative and reflective writing</li> </ul> <p><b>Intercultural understandings</b></p> <ul style="list-style-type: none"> <li>• new wave of international migration</li> <li>• attitudes to the new immigrants</li> <li>• political and social issues in Italy</li> </ul> <p><b>Task 10: Oral communication</b></p>	<p><b>Language learning and communication strategies</b> Strategies such as:</p> <ul style="list-style-type: none"> <li>• scanning texts and selecting appropriate information</li> <li>• identifying key words and main points</li> <li>• making notes and summarising</li> <li>• using oral clues to predict and help with interpreting meaning</li> <li>• structuring an argument, expressing ideas and opinions</li> <li>• thinking critically and analytically</li> <li>• manipulating known elements in a new context to create meaning in written forms</li> <li>• using monolingual and bilingual dictionaries.</li> </ul>
11–15	<p><b>Learning context and topic</b> The changing world: <b>Current global issues</b> Students explore:</p> <ul style="list-style-type: none"> <li>• global issues and events and their impact on the individual and society.</li> </ul> <p><b>Text types and kinds of writing</b></p> <ul style="list-style-type: none"> <li>• account, article, blog-posting, cartoon, discussion, email, interview, script</li> <li>• evaluative and persuasive writing</li> </ul> <p><b>Intercultural understandings</b></p> <ul style="list-style-type: none"> <li>• racism and conflict</li> <li>• over-population and poverty</li> <li>• technology and lifestyle</li> <li>• growing popularity of renewable energy sources</li> </ul> <p><b>Task 11: Response: Viewing and reading</b> <b>Task 12: Written communication</b></p>	
16	<p><b>Task 13: Semester 2 Practical (oral) examination</b> <b>Task 14: Semester 2 Written examination</b></p>	