Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE COURSE OUTLINE

ITALIAN: BACKGROUND LANGUAGE
ATAR YEAR 11

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Disclaimer

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 11

Unit 1 and Unit 2

Semester 1

<table>
<tr><th>Week</th><th colspan="2">Key teaching points</th></tr>
<tr><td rowspan="4">1–5</td><td>Learning contexts and topics
The individual: Young people and their relationships
• relationships with family
• connections with friends</td><td rowspan="5">Linguistic resources
• Vocabulary, phrases and expressions associated with the learning context and topics and related texts
• Grammar – opportunities to acquire and/or consolidate the following:
▪ prefixes – adjectives, nouns, verbs
▪ pronouns – combination (direct and indirect) pronouns
▪ speech – direct, indirect
▪ suffixes – nouns, adjectives ⇨nouns, nouns ⇨ adjectives, adjective/noun ⇨verbs
▪ verbs (moods/tenses) – causative construction with fare; conditional mood – perfect; gerund, past gerund; future perfect tense; progressive (present, imperfect, future); subjunctive mood – imperfect
▪ voice – active, passive.
• Sound and writing systems – show understanding and apply knowledge of the Italian sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.

Language learning and communication strategies
Strategies such as:
• scanning texts and selecting appropriate information
• identifying key words and main points
• making notes and summarising
• using oral clues to predict and help with interpreting meaning
• structuring an argument, expressing ideas and opinions
• thinking critically and analytically
• manipulating known elements in a new context to create meaning in written forms
• using monolingual and bilingual dictionaries.</td></tr>
<tr><td>Text types and kinds of writing
• account, article, description, interview, journal entry
• reflective writing
Intercultural understandings
• common behaviours/practices related to interpersonal relationships
• use of formal/informal language in relationships
• showing of affection between friends, family members
• aspects of socialising and everyday living e.g. socialising with family and others
• impact of outside influences on teenagers e.g. peer pressure and conflict
• similarities and differences between what young people living in Italian-speaking communities and young people living in Australia do when socialising</td></tr>
<tr><td>Assessment Task 1: Response: Viewing and reading</td></tr>
<tr><td rowspan="3">6–10</td><td>Learning contexts and topics
The Italian-speaking communities: Traditions and values in a contemporary society
• traditions and values of Italian-speaking communities</td></tr>
<tr><td>Text types and kinds of writing
• account, article, description, interview, journal entry
• informative writing
Intercultural understandings
• the role of traditions and values in Italian-speaking communities
• traditional expectations on the lives of teenagers in Italy/Italian-speaking communities
• differences and similarities between Italian-speaking communities' culture and that of students</td></tr>
<tr><td>Assessment Task 2: Written communication
Assessment Task 3: Response: Viewing and reading</td></tr>
</table>

Week	Key teaching points	
11–15	**Learning contexts and topics** The changing world: **Our changing environment** • global environmental issues	
	Text types and kinds of writing • account, article, description, interview, journal entry • informative writing **Intercultural understandings** • influence of the natural environment on daily life and lifestyles • growing popularity of renewable energy sources • youth involvement in environmental causes • the growth of ecotourism	
	Assessment Task 4: Response: Listening ***Assessment Task 5: Oral communication***	
16	***Assessment Task 6: Semester 1 practical (oral) examination*** ***Assessment Task 7: Semester 1 written examination***	

Semester 2

<table>
<tr><th>Week</th><th colspan="2">Key teaching points</th></tr>
<tr><td rowspan="3">1–5</td><td>Learning contexts and topics
The individual: Pressures in today's society
• personal pressures
• social pressures.</td><td rowspan="4">Linguistic resources
• Vocabulary, phrases and expressions associated with the learning context and topics and related texts.
• Grammar – provide opportunities for students to acquire and/or consolidate the following
▪ prefixes – adjectives, nouns, verbs
▪ pronouns – combination (direct and indirect) pronouns
▪ speech – direct, indirect
▪ suffixes – nouns, adjectives ⇨nouns, nouns ⇨ adjectives, adjective/noun ⇨verbs
▪ verbs (moods/tenses) – causative construction with fare; conditional mood – perfect; gerund, past gerund; future perfect tense; progressive (present, imperfect, future): subjunctive mood – imperfect
▪ voice – active, passive.
• Sound and writing systems – show understanding and apply knowledge of the Italian sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.
Language learning and communication strategies
Strategies such as:
• scanning texts and selecting appropriate information
• identifying key words and main points
• making notes and summarising
• using oral clues to predict and help with interpreting meaning
• structuring an argument, expressing ideas and opinions
• thinking critically and analytically
• using monolingual and bilingual dictionaries.</td></tr>
<tr><td>Text types and kinds of writing
• account, article, description, interview, journal entry
• reflective writing.
Intercultural understandings
• impact of outside influences on teenagers e.g. peer pressure and conflict
• attitude to gender and age
• the importance of a positive self-image.</td></tr>
<tr><td>Assessment Task 8: Written communication
Assessment Task 9: Response: Listening</td></tr>
<tr><td rowspan="3">6–10</td><td>Learning contexts and topics
The Italian-speaking communities: Italian identity in the Australian context
• migration experience
• place of Italian-speaking communities in Australia.</td></tr>
<tr><td>Text types and kinds of writing
• account, article, description, interview, journal entry
• informative writing.
Intercultural understandings
• migration experiences
• maintaining the Italian culture in Australia
• adapting to new cultures
• Australian-Italian identity
• contribution of Italian-speaking communities to the Australian community.</td></tr>
<tr><td>Assessment Task 10: Oral communication
Assessment Task 11: Response: Viewing and reading</td></tr>
</table>

Week	Key teaching points	
11–15	**Learning contexts and topics** The changing world: **Media and communication** • media and new technologies • impact on society.	
	Text types and kinds of writing • account, article, description, interview, journal entry • informative writing. **Intercultural understandings** • media in contemporary society • the social effects of new technologies • the culture of celebrity across the globe • advertising and the language of persuasion.	
	Assessment Task 12: Written communication	
16	***Assessment Task 13: Semester 2 practical (oral) examination*** ***Assessment Task 14: Semester 2 written examination***	