



SAMPLE COURSE OUTLINE

**ITALIAN: SECOND LANGUAGE
ATAR YEAR 12**

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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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: Second Language – ATAR Year 12

Semester 1 – Unit 3 – *Grazie Italia* (Thank you Italy)

Week	Syllabus content	
1–5	<p>Learning contexts and topics</p> <p>The individual: <i>Cose italiane</i> (All things Italian)</p> <p>Students reflect on the place of things Italian:</p> <ul style="list-style-type: none"> • in my life • in my community. <p>Assessment task 1: Written communication</p> <p>Assessment task 2: Oral communication</p>	<p>Text types and textual conventions</p> <p>Provide opportunities for students to respond to, and to produce, the following text types: advertisement, blog post, conversation, interview, journal entry, summary.</p> <p>Linguistic resources</p> <p>Provide opportunities for students to acquire and use the following resources:</p> <ul style="list-style-type: none"> • vocabulary, phrases and expressions associated with <i>Cose italiane</i> • grammar <ul style="list-style-type: none"> ▪ adjectives – comparative and relative superlatives – irregular forms ▪ adverbs – adverbial phrases ▪ conjunctions – including <i>però, infatti, quindi, magari, cioè</i> • sound and writing systems – development and consolidation of the sound and writing systems of Italian. <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Italian language and culture, and of how culture influences communication, through the topic <i>Cose italiane</i>:</p> <ul style="list-style-type: none"> • presence of Italian products/items in society; for example, music, art, fashion, food, sport • personal experience/use of Italian products • Italian events in the community/Australia. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic <i>Cose italiane</i>:</p> <ul style="list-style-type: none"> • structuring an argument and expressing ideas and opinions • manipulating known elements in a new context to create meaning in written forms.

Week	Syllabus content	
6–9	<p>Learning contexts and topics The changing world: <i>Il Made in Italy nel mondo</i> (<i>Il Made in Italy</i> around the world)</p> <p>Students consider:</p> <ul style="list-style-type: none"> • global brand <i>Il Made in Italy</i> • contribution of Italians. <p>Assessment task 3: Response: Viewing and reading</p>	<p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: article, film or TV program (excerpts), image, review</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <ul style="list-style-type: none"> • vocabulary, phrases and expressions associated with <i>Il Made in Italy nel mondo</i> • grammar <ul style="list-style-type: none"> ▪ adverbs – comparative and relative superlatives – irregular forms ▪ pronouns – relative – including word order ▪ verbs – conditional mood – regular and common irregular verbs • sound and writing systems – consolidation. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Italian language and culture, and of how culture influences communication, through the topic <i>Il Made in Italy nel mondo</i>:</p> <ul style="list-style-type: none"> • understanding the <i>Il Made in Italy</i> brand • contribution of Italians <ul style="list-style-type: none"> ▪ in Australia ▪ in the world. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic <i>Il Made in Italy nel mondo</i>:</p> <ul style="list-style-type: none"> • structuring an argument and expressing ideas and opinions • using oral clues to predict and help with interpreting meaning • asking for clarification and repetition to assist understanding • making connections with first language.
10–14	<p>Learning contexts and topics The Italian-speaking communities: <i>La vita italiana</i> (Italian lifestyle)</p> <p>Students explore the following in the everyday life of Italians:</p> <ul style="list-style-type: none"> • lifestyle • interests • activities. 	<p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: account, cartoon, chart, diary entry, summary, table.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p>

Week	Syllabus content
	<p>Assessment task 4: Response: Listening</p> <ul style="list-style-type: none"> • vocabulary, phrases and expressions associated with <i>La vita italiana</i> • grammar <ul style="list-style-type: none"> ▪ verbs – subjunctive mood – present/perfect with formulaic expressions • sound and writing systems – consolidation. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Italian language and culture, and of how culture influences communication, through the topic <i>La vita italiana</i>:</p> <ul style="list-style-type: none"> • lifestyles in Australia and Italy • diverse interests of young people • activities/pastimes of Italians. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic <i>La vita italiana</i>:</p> <ul style="list-style-type: none"> • identifying key words and main points in texts • making notes and summarising • thinking critically and analytically • structuring an argument and expressing ideas and opinions • interpreting the abbreviations in bilingual dictionaries.
15	<p>Assessment task 5: Semester 1 Practical (oral) examination</p> <p>Assessment task 6: Semester 1 Written examination</p>

Semester 2 – Unit 4 – *Ieri, oggi e domani* (Yesterday, today and tomorrow)

Week	Syllabus content	
1–5	<p>Learning contexts and topics The individual: <i>Riflettiamo sulla vita e pensiamo al futuro</i> (Reflecting on my life and planning my future)</p> <p>Students reflect on:</p> <ul style="list-style-type: none"> • final year of school • plans for future • further education • employment • travel. <p>Assessment task 7: Oral communication</p>	<p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: account, article, blog post, description, email, journal entry.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <ul style="list-style-type: none"> • vocabulary, phrases and expressions associated with <i>Riflettiamo sulla vita e pensiamo al futuro</i> • grammar <ul style="list-style-type: none"> ▪ pronouns – combination pronouns ▪ verbs – future perfect tense • sound and writing systems – consolidation of the sound and writing systems of Italian. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Italian language and culture, and of how culture influences communication, through the topic <i>Riflettiamo sulla vita e pensiamo al futuro</i>:</p> <ul style="list-style-type: none"> • final year of schooling; WACE vs <i>maturità</i> • diverse plans after school (further education, employment, GAP year, travel) • employment possibilities. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic <i>Riflettiamo sulla vita e pensiamo al futuro</i>:</p> <ul style="list-style-type: none"> • making links between English and Italian texts • listening for key words, transcribing unfamiliar vocabulary phonetically, summarising information • identifying key words and main points in texts • experimenting with formulaic language to create new meaning • thinking critically and analytically • checking for meaning using bilingual dictionaries.

Week	Syllabus content
6–9	<p>Learning contexts and topics The Italian-speaking communities: <i>I problemi dei giovani oggi</i> (Youth issues)</p> <p>Students explore:</p> <ul style="list-style-type: none"> • employment • smoking • alcohol <p>as issues faced by young Italians.</p> <p>Assessment task 8 : Response: Listening Assessment task 9 : Oral communication</p> <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: article, advertisement, blog post, chart, conversation, review.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <ul style="list-style-type: none"> • vocabulary, phrases and expressions associated with <i>I problemi dei giovani oggi</i> • grammar <ul style="list-style-type: none"> ▪ verbs – conditional mood – ‘if’ clause + imperfect subjunctive • sound and writing systems – consolidation. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Italian language and culture, and of how culture influences communication, through the topic <i>I problemi dei giovani oggi</i>:</p> <ul style="list-style-type: none"> • common youth issues in Australia and Italy • Italian and Australian attitudes to youth issues. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic <i>I problemi dei giovani oggi</i>:</p> <ul style="list-style-type: none"> • locating key words, transcribing unfamiliar vocabulary • scanning and identifying key information • structuring information and expressing ideas • manipulating language.

Week	Syllabus content	
10–14	<p>Learning contexts and topics The changing world: <i>I problemi ambientali</i> (Environmental issues)</p> <p>Students consider current global environmental issues in the community in relation to climate change, that are relevant to them.</p> <p>Assessment task 10: Response: Viewing and reading</p> <p>Assessment task 11: Written communication</p>	<p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: advertisement, article, blog post, interview, letter, table.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <ul style="list-style-type: none"> • vocabulary, phrases and expressions associated with <i>I problemi ambientali</i> • grammar – consolidation • sound and writing systems – consolidation. <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Italian language and culture, and of how culture influences communication, through the topic <i>I problemi ambientali</i>:</p> <ul style="list-style-type: none"> • Italian attitudes towards the environment • environmental solutions; for example, the Venetian lagoon • environmental issues and young people. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic <i>I problemi ambientali</i>:</p> <ul style="list-style-type: none"> • avoiding repetition when writing • rote learning vocabulary and set phrases • scanning texts and selecting appropriate information • identifying key words, transcribing unfamiliar vocabulary • using a bilingual dictionary – using online dictionaries; limitations of bilingual dictionaries.
15	<p>Assessment task 12: Semester 2 Practical (oral) examination</p> <p>Assessment task 13: Semester 2 Written examination</p>	