SAMPLE COURSE OUTLINE

ITALIAN: BACKGROUND LANGUAGE
ATAR YEAR 12
Sample course outline
Italian: Background Language – ATAR Year 12

Semester 1 – Unit 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning context and topic</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 1–5  | **Learning context and topic**  
The individual: **Making choices**  
Students reflect on:  
- life choices  
- career choices. | **Linguistic resources**  
- Vocabulary, phrases and expressions associated with the learning contexts and topics and related texts  
- Grammar – provide opportunities for students to recognise and use the following  
  - verbs (moods/tenses) – past absolute tense; subjunctive mood – pluperfect  
- 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  

**Text types and kinds of writing**  
- account, blog posting, chart, description, message, summary  
- informative and reflective writing

**Intercultural understandings**  
- impact of outside influences on teenagers e.g. peer pressure and conflict  
- comparison of the future study and career situation for young people living in Italian-speaking communities and young people living in Australia

**Task 1: Response: Viewing and reading**

| 6–10 | **Learning context and topic**  
The Italian-speaking communities: **Culture and the arts**  
Students explore:  
- Italian traditions and values  
- the arts in the lives of Italian speakers. | **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.

**Text types and kinds of writing**  
- advertisement, article, conversation, description, interview, review, summary  
- persuasive and evaluative writing

**Intercultural understandings**  
- the role of traditions and the arts in Italian-speaking communities  
- *Cinema italiano* – neorealism, *Commedia all’ Italiana*, Spaghetti Westerns

**Task 2: Response: Listening**

**Task 3: Oral communication**
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
</table>
| 11–15 | **Learning context and topic**  
The changing world: The changing nature of work  
Students explore:  
• impact of advances in communication technologies on study and employment  
• careers and opportunities now and in the future  
• effect of changes in expectations and aspirations on study and employment.  
**Text types and kinds of writing**  
• announcement, article, chart, interview  
• informative and evaluative writing  
**Intercultural understandings**  
• use of communication technologies by students in Italian-speaking communities and students in Australia  
• uptake of higher education in Italy and Australia  
• roles of men and women at work in Italian-speaking communities and in Australia  
**Task 4: Response: Listening**  
**Task 5: Written communication** |
| 16 | **Task 6: Semester 1 Practical (oral) examination**  
**Task 7: Semester 1 Written examination** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning context and topic</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–5</td>
<td><strong>Learning context and topic</strong>&lt;br&gt;The individual: <em>Making a contribution</em>&lt;br&gt;Students reflect on:&lt;li&gt;their role in the community&lt;/li&gt;&lt;li&gt;how they make a contribution to contemporary society.&lt;/li&gt;&lt;br&gt;<strong>Text types and kinds of writing</strong>&lt;li&gt;account, blog posting, description, journal entry, script&lt;/li&gt;&lt;li&gt;reflective writing&lt;/li&gt;<strong>Intercultural understandings</strong>&lt;li&gt;attitude to gender and age&lt;/li&gt;&lt;li&gt;youth involvement in environmental and social causes&lt;/li&gt;Task 8: Written communication  Task 9: Response: Listening</td>
<td><strong>Linguistic resources</strong>&lt;li&gt;Vocabulary, phrases and expressions associated with the learning contexts and topics and related texts&lt;/li&gt;&lt;li&gt;Grammar – provide opportunities for students to recognise and use the following&lt;dl&gt;&lt;dt&gt;verbs (moods/tenses)&lt;/dt&gt;&lt;dd&gt;– past absolute tense; subjunctive mood – pluperfect&lt;/dd&gt;&lt;/dl&gt;&lt;/li&gt;&lt;li&gt;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&lt;/li&gt;<strong>Language learning and communication strategies</strong>&lt;br&gt;Strategies such as:&lt;li&gt;scanning texts and selecting appropriate information&lt;/li&gt;&lt;li&gt;identifying key words and main points&lt;/li&gt;&lt;li&gt;making notes and summarising&lt;/li&gt;&lt;li&gt;using oral clues to predict and help with interpreting meaning&lt;/li&gt;&lt;li&gt;structuring an argument, expressing ideas and opinions&lt;/li&gt;&lt;li&gt;thinking critically and analytically&lt;/li&gt;&lt;li&gt;manipulating known elements in a new context to create meaning in written forms&lt;/li&gt;&lt;li&gt;using monolingual and bilingual dictionaries.&lt;/li&gt;</td>
</tr>
<tr>
<td>6–10</td>
<td><strong>Learning context and topic</strong>&lt;br&gt;The Italian-speaking communities: <em>Italian identity in the international context</em>&lt;br&gt;Students explore:&lt;li&gt;international migration experiences&lt;/li&gt;&lt;li&gt;the place of Italian-speaking communities in the world.&lt;/li&gt;<strong>Text types and kinds of writing</strong>&lt;li&gt;account, article, description, film (excerpt), interview, journal entry&lt;/li&gt;&lt;li&gt;informative and reflective writing&lt;/li&gt;<strong>Intercultural understandings</strong>&lt;li&gt;new wave of international migration&lt;/li&gt;&lt;li&gt;attitudes to the new immigrants&lt;/li&gt;&lt;li&gt;political and social issues in Italy&lt;/li&gt;Task 10: Oral communication</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Task 13: Semester 2 Practical (oral) examination  Task 14: Semester 2 Written examination</td>
<td></td>
</tr>
</tbody>
</table>