SAMPLE COURSE OUTLINE

ITALIAN: BACKGROUND LANGUAGE
ATAR YEAR 11
## Sample course outline
### Italian: Background Language – ATAR Year 11
#### Unit 1 and Unit 2

**Semester 1**

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning contexts and topics</th>
<th>Key teaching points</th>
<th>Linguistic resources</th>
</tr>
</thead>
</table>
| 1–5  | Learning contexts and topics The individual: **Young people and their relationships**  
• relationships with family  
• connections with friends  
**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  |

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

Learning contexts and topics The Italian-speaking communities: **Traditions and values in a contemporary society**  
• traditions and values of Italian-speaking communities  
**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  |

**Assessment Task 2: Written communication**

**Assessment Task 3: Response: Viewing and reading**

**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.
<table>
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<tr>
<th>Week</th>
<th>Key teaching points</th>
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| 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

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<thead>
<tr>
<th>Week</th>
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<tr>
<td></td>
<td><strong>Learning contexts and topics</strong>&lt;br&gt;The individual: <strong>Pressures in today’s society</strong>&lt;br&gt;• personal pressures&lt;br&gt;• social pressures. &lt;br&gt;<strong>Text types and kinds of writing</strong>&lt;br&gt;• account, article, description, interview, journal entry&lt;br&gt;• reflective writing. &lt;br&gt;<strong>Intercultural understandings</strong>&lt;br&gt;• impact of outside influences on teenagers e.g. peer pressure and conflict&lt;br&gt;• attitude to gender and age&lt;br&gt;• the importance of a positive self-image.</td>
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<tr>
<td>1–5</td>
<td><strong>Assessment Task 8: Written communication</strong>&lt;br&gt;<strong>Assessment Task 9: Response: Listening</strong>&lt;br&gt;<strong>Learning contexts and topics</strong>&lt;br&gt;The Italian-speaking communities: <strong>Italian identity in the Australian context</strong>&lt;br&gt;• migration experience&lt;br&gt;• place of Italian-speaking communities in Australia. &lt;br&gt;<strong>Text types and kinds of writing</strong>&lt;br&gt;• account, article, description, interview, journal entry&lt;br&gt;• informative writing. &lt;br&gt;<strong>Intercultural understandings</strong>&lt;br&gt;• migration experiences&lt;br&gt;• maintaining the Italian culture in Australia&lt;br&gt;• adapting to new cultures&lt;br&gt;• Australian-Italian identity&lt;br&gt;• contribution of Italian-speaking communities to the Australian community. &lt;br&gt;<strong>Assessment Task 10: Oral communication</strong>&lt;br&gt;<strong>Assessment Task 11: Response: Viewing and reading</strong></td>
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<td>6–10</td>
<td><strong>Linguistic resources</strong>&lt;br&gt;• Vocabulary, phrases and expressions associated with the learning context and topics and related texts. &lt;br&gt;• Grammar – provide opportunities for students to acquire and/or consolidate the following&lt;br&gt;  ▪ prefixes – adjectives, nouns, verbs&lt;br&gt;  ▪ pronouns – combination (direct and indirect) pronouns&lt;br&gt;  ▪ speech – direct, indirect&lt;br&gt;  ▪ suffixes – nouns, adjectives (\Rightarrow) nouns, nouns (\Rightarrow) adjectives, adjective/noun (\Rightarrow) verbs&lt;br&gt;  ▪ verbs (moods/tenses) – causative construction with fare; conditional mood – perfect; gerund, past gerund; future perfect tense; progressive (present, imperfect, future); subjunctive mood – imperfect&lt;br&gt;  ▪ voice – active, passive. &lt;br&gt;• 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. &lt;br&gt;<strong>Language learning and communication strategies</strong>&lt;br&gt;Strategies such as:&lt;br&gt;• scanning texts and selecting appropriate information&lt;br&gt;• identifying key words and main points&lt;br&gt;• making notes and summarising&lt;br&gt;• using oral clues to predict and help with interpreting meaning&lt;br&gt;• structuring an argument, expressing ideas and opinions&lt;br&gt;• thinking critically and analytically&lt;br&gt;• using monolingual and bilingual dictionaries.</td>
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| 11–15 | **Learning contexts and topics**<br>The changing world: Media and communication<br>• media and new technologies<br>• impact on society.  

**Text types and kinds of writing**
• account, article, description, interview, journal entry<br>• informative writing.

**Intercultural understandings**
• media in contemporary society<br>• the social effects of new technologies<br>• the culture of celebrity across the globe<br>• 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** |