Australian Government

Department of Education, Employment and Workplace Relations

Teaching and Learning Languages: A Guide

Program example

Italian primary – middle years

Research Centre for **Languages and Cultures**

UniSA

Introduction to examples
Collected here are examples of teachers' work. These are drawn from teacher practice and are included here to exemplify aspects of teaching, learning and assessing languages, as discussed in the *Guide*. Teachers were invited to share their planning and programming documents and members of the project team worked with them to further develop aspects of their work.

Programs
The collection of programs includes primary, middle and senior secondary long and short term programs. These contain annotations designed to point out specific points of interest for you to consider in your reading of them. At the end of each program you will find a commentary that describes how the program exemplifies selected sections of the *Guide*.

A selection of teachers' work
This is a selection of programs and parts of programs, plans for classroom teaching, planned assessment tasks, descriptions of the teaching and learning contexts, investigations and evaluations of practice, and reflections on current practices. It shows teachers engaged in professional thinking, planning, reassessing and evaluating what they teach, how they teach and who they teach.

About the examples
- These examples of teachers' planning, practice and reflection are provided for you to examine, consider and perhaps use in expanding your own understanding of language teaching and learning. We know that teachers learn best from other teachers and so we encourage you to look across the set of examples in all languages rather than just the language(s) you teach.

- The examples of teachers' work included here belong to individual teachers and are taught in a particular context which means that you will not find models that you can instantly adopt and teach. Rather, you will find ideas about teaching and learning that you can use by adapting and reworking them to produce programs, and classroom teaching, learning and assessment practices that you can use in your own context.

- The examples of teachers' work are not included here because they constitute 'best practice' or are exemplars of definitive programs for languages teaching and learning. You will find some outstanding approaches to planning and teaching that advance our understanding of how to make languages teaching and learning a rich and effective learning experience for students. You will also find teachers' honest reflections and evaluations of their pedagogies, questioning what they do and rethinking what they will do.

- The examples of teachers' work may include some pedagogies of which you may be critical. However, you will also find professional educators striving to make sense of their work with students, language teaching and language learning.

PROGRAM DESCRIPTION

Language	Italian
Level	Years 5 to 7
Example	Long term program
Annotations	In text
	End of text

A year-long program for Italian for Year 5 to Year 7

Cosa Faccio…

Do students in Australia and Italy live their daily lives in much the same places, with the same sorts of people, doing much the same things? What is similar and what is different and why is this so? These are the starting questions for a comparison of what children do at this age at school, at home, with their family and friends, for noting the similarities and differences and trying to find answers for these in the social landscape, customs, traditions, history, geography, and the values and belief systems that apply. The key concept of this year-long program is that of the connections between place, activity and people, explored through the cultural elements that underlie these, are represented in them, and that form us as cultural beings. We all have a culture, and this personal enculturation is a product of our family, the school, the community, our city and the wider world. Attitudes, values and beliefs are played out in the everyday, in the places and spaces we inhabit, work and play in, and in the actions of our daily lives in our social interactions with others. Our culture is what we do and where we do it; how and why we do it.

This year-long program comprises a series of modules designed around the theme of one's actions and one's interactions with others, in everyday places doing everyday activities. The theme is *Cosa faccio* ... (What I do ...), which is articulated in a sequence of four modules: *Cosa faccio a scuola*, *Cosa faccio a casa*, *Cosa faccio con la famiglia* and *Cosa faccio con gli amici*. The two modules, *Cosa faccio a casa* and *Cosa faccio con la famiglia* may be collapsed into one, to provide a module appropriate to the last term of the year, *Cosa faccio a Natale.*

Context statement

This module of work is for students of Italian from Year 5 to Year 7 who have a 40-minute lesson per week. The students will have been learning this or another language for several years, with much the same time allocation.

Most of the students were born in Australia; a few were born overseas, in the Middle East or East Africa. About a quarter of the students have some experience of another language in their extended family or the wider community in which their family moves. Only a few hear another language at home and even fewer speak one. However, many students will have some family experience of a culture other than Anglo-Celtic Australian.

Italian language and culture are a part Australian society and may be seen in the wider community, in our changing national diet, and in aspects of the modern food culture of Australia. This Italian presence in Australia is a part of this program in that it offers resources for information, explanation and discussion.

Goals and objectives

The objective of this year-long program of five modules, is to look at the daily life of Year 5 students in Italy and Australia (at their home and in their family activities, at their school and school lives, their relationships with adults and other children in their lives) and to find what is similar or different and how these can be explained. The language concepts, communicative functions, related vocabulary, grammatical concepts and text types will reflect the cultural information and the intercultural concepts. The students will learn to express in Italian the activities they perform at

Comment [A1]: Posing questions to investigate is a useful way of opening the topic and asking students to think about what it is they are learning. The teacher elicits the take-home message -that we are all enculturated - through the classroom activities, interactions, discussions, analyses of texts and language, and tasks.

Comment [A2]: In identifying the key concept the teacher focuses on the main learning outcomes she wishes for her students. The concept itself is a crucial one for students to consider in learning a language and understanding how each of us is shaped by our enculturation - the language and culture experiences we encounter and are exposed to in our upbringing.

Comment [A3]: The 'everyday' is another important concept in language learning. The lived, actual experience of people is what shapes us, and is fruitful ground for study of languages and cultures, and for connecting the two in developing intercultural understandings.

Comment [A4]: The teacher explores the topic through interactions, making them the significant operational and learning mode. This shows an emphasis on sociocultural understandings of learning, particularly language learning.

Comment [A5]: Lessons of this length and at this (in) frequency is common in languages programs in primary schools. Though insufficient for significant or sustainable language acquisition, teachers need to program to make this limited time meaningful to students, and to provide positive learning outcomes.

Comment [A6]: Contextual data locates the program with a particular set of students, whose particular and diverse learning needs can be addressed.

home and school, and their relationships with family, friends and teachers. Through visual, spoken and written texts, the students will observe and examine examples of the Italian home and school, family and friends, and compare them to their own personal experience. Through noticing and comparing, and classroom discussion, the students will discover the customs, traditions, values, attitudes and beliefs that underlie these samples of Italian culture, and they will have the opportunity to reflect on those of their own family, their school and Australian society in general.

Outcomes

The modules aim to produce the following outcomes of learning, though these will be achieved to different extents by the texts, the interactions and tasks of the different modules. The linguistic outcomes are those described in the SACSA Framework Second Languages Learning Area, Learners R–12 Pathway 1A, Primary Years.

At Standard 3, towards the end of Year 6, the student:

In the Communication strand
- 3.1 Identifies factual information in texts to collaborate in activities and share meaning with others. [In] [T] [C] [KC1]
- 3.2 Builds relationships and expresses own ideas in social interactions. [In] [C] [KC1] [KC4]
- 3.3 Organises and analyses specific information in texts. [T] [KC1]
- 3.4 Writes texts to convey learning, information, personal messages and ideas. [Id] [T] [C] [KC2]

In the Understanding language strand
- 3.5 Reflects on how language is used to extend or elaborate a message, and compares how concepts are expressed in different languages. [In] [T] [C] [KC1] [KC2]

In the Understanding culture strand
- 3.6 Reflects personally on cultural practices and compares how these are expressed across languages. [F] [Id] [In] [KC1]

Standard 4 Outcomes apply for students in Year 7.

Scope of learning

The intercultural concept revolves around home and school routine, exploring:

- how we spend time doing things regularly with people;

- how these activities and where we carry them out make up our daily lives;

- how different or similar these activities, these places and daily life are for children of similar ages in Italy and Australia; and

- the reasons why.

Like Australian children, children in Italy spend time doing things at school, at home, with family and with friends. The teacher will present students with text examples from a real Italian child's emails, the writing of Italian students on Italian children's websites, texts sourced from textbooks, reading books, children's language learning magazines, and texts created by the teacher. The students will notice and compare the daily activities of Italian children in these places, and the people who they meet and interact with there. They will note the similarities and the differences with their own experience, and will discuss and reflect on the values, attitudes and beliefs that underlie what they are noticing.

4

Comment [A7]: Interpreting and making sense of learning in terms of personal understanding is a primary goal of intercultural language learning. It makes the learning relevant for students and promotes higher order thinking skills (e.g. noting differences, finding reasons for them in custom, history or religious belief, and seeing this in their own cultural experience).

Comment [A8]: Comparing and analysing differences and responses to differences will promote student reflection on their own lives and the reasons why they do things the way they do.

Key concepts/themes

1. Language concepts

Language structures and features		Language: vocabulary, expressions
Communicative functions	Telling about home and school activities, when you do them, with whom and why. Asking questions about what people do, who someone is, what they are like. Saying what you do or don't like to do at school, at home, with friends and why.	*ogni mattina, dopo scuola, prima di cena, il lunedì, faccio colazione, preparo la tavola, mi faccio il letto, cosa fai/fa ...?* *Com'è la tua compagna di banco?* *Mi piace/non mi piace ... perché ...* *Sono d'accordo/ non sono d'accordo ...*
Related vocabulary	Home: house, rooms, family members, daily activities. School: rooms, areas, subjects, activities, teachers, other students. Vocabulary to do with celebrations: religious (e.g. Christmas, first communion); personal (e.g. birthday); festive and holiday occasions. Greetings for special celebrations.	*la casa: le stanze, le camere, il giardino, i genitori, il fratello, la sorella, i nonni; i pasti, farsi il letto, preparare la tavola* *la scuola; l'aula, la classe, le materie, la maestra* *l' insegnante, il laboratorio, l'intervallo, l'ora di pranzo* *Buon Natale, Buona Pasqua, tanti auguri, Buon compleanno, felice Anno Nuovo*
Grammatical concepts	The conjugation of the present indicative tense. Negative statements. Date and time. Constructing sentences using subject, verb, object. Some adjectives and adverbs; prepositions. Verbs: for home and school activities, for expressing daily routine and regularity of activity; expressing opinion.	*non mi piace, non vado mai: il tre febbraio, oggi è venerdì 3 febbraio; il mio compleanno è il 5 luglio; abbiamo un intervallo alle undici e dieci* *mangiare, giocare, parlare, andare, arrivare, discutere, rincasare, aiutare, amare, piacere* forms*, alzarsi, vestirsi, prepararsi, fare i compiti, fare la spesa, fare il letto* (*fare* expressions), *leggere* *di solito, il lunedì, la domenica, ogni mattina* *penso che, amo, non mi piace, preferisco*

Comment [A9]: The teacher has indicated the grammar and vocabulary she wants the students to learn and how they might use it fruitfully in this topic.

5

Texts/text types	These may be receptive or productive according to the level of language in the text or to be produced: • advertisement, poster, cartoon, comic strip, form, itinerary/ timetable, lists, menus, map, plan, signs, table; • interview/questionnaire, conversation, debate, instructions, short talk, song lyrics; • short article, brochure, short composition, diary entry, email/ brief informal letter, invitation, message, brief personal, simple poem, profile, postcard, greeting card, role play script, simple story, recount.	*occasione, saldi* *venerdì, sabato 3 marzo;* *alle 14,45* *antipasto, primo, dolce, risotto* *Dove/quando sei nato?* *Parlerò di ...* *Non sono d'accordo perché...;* *a mio parere ...; caro ..., saluti* *Tanti auguri per il tuo compleanno, Buona Pasqua,* *vedo ..., vado a ...*

Comment [A10]: The teacher has considered appropriate text types for the outcomes and interactions she has planned for the topic. She recognises that different text types will influence the kind of language learning processes that will be utilised. There is a deliberate emphasis on receptive/productive text types to generate the questioning of self that is a key idea for investigation.

The resource texts and assessment tasks make use of a variety of text types at the receptive and productive language level of the students. A text for the purpose of reading and understanding should be at the student's level if only some vocabulary or expressions need to be given by the teacher for the student to be able to understand the text. The student should be able to produce a simple text in a spectrum of written language ranging from maximum textual/teacher support/scaffolding to individual creative production (e.g. from completing a text by filling in missing words from a given list or by providing them him/herself, to writing a simple text with minimal scaffolding by the teacher). The genres of the texts are personal recount or personal response, narrative, factual description or recount or procedural, as appropriate to the task requirement.

2.   Intercultural concepts

The growth of intercultural learning and understanding is demonstrated in the comparisons students make between the new cultural information and their own experience, the personal connections they make with the information and the opinions they offer about the Italian culture and their own through reflecting upon the other culture and their own. Through the modules, the students will observe, compare and discuss the following concepts. The questions below are a sample.

Intercultural concepts (moving between cultures and languages)	Key questions (The teacher moves between Italian and English, modelling the use of both languages)
Social organisation Through the topic students observe: • systems and institutions.	

Comment [A11]: Identifying 'types' of intercultural learning helps organise the teacher's thinking in terms of the types of questions, interactions and assessment she can use.

Students are encouraged to learn and develop an understanding of: • Italian children's home and family life, their school and school life, and daily activities and compare and make connections with their own Australian experience; and • interpersonal relationships. Students are also encouraged to develop an understanding of: • the relationships Italian children have with adults and peers in their lives and compare these to the experience and understanding of these of themselves as Australian children.	*Dove vivono i bambini italiani? Com'è la casa italiana? Come aiuti in casa? Com'è la scuola italiana? Cosa fanno a scuola/ Cosa studiano? Com'è la giornata di un alunno italiano? Quali sono i passatempi dei bambini italiani? Con quale mezzo vieni a scuola? A che ora ritorni a casa? Cosa fai dopo scuola?* *Cosa fai tu a casa? ... a scuola? con i tuoi fratelli? Con la mamma? Con i tuoi nonni? Con gli amici? Chi ti accompagna a scuola?*
Values, attitudes and belief systems Through the modules, students: • observe Italian children's experience of family life, attitudes to parental care and extended family, the home, and compare these to the Australian situation; • observe Italian children's experience of school and learning and to compare that with the experience of Australian children; • notice the relationships that children have with parents, family members, teachers and peers and to compare these to the experience of Australian children; and • notice similarities and differences and find explanations in the attitudes, values and beliefs that are the basis for these.	*Chi c'è nella tua famiglia? Chi prepara la cena? Dove fai i compiti? Come aiuti in casa? Passi tempo con i nonni? Come festeggi il tuo compleanno/ la festa della mamma? In Australia, come festeggiamo...? E' simile/diverso?* Do Australian and Italian students study the same subjects? Which are different? What about the content? Who makes up the class? What about the cultural background of students? Is religion a subject in Australian/Italian schools? Why/Why not? Do Italian students have more free time? How long are their holidays? Where do they go with their friends? Do they have homework? *Perché? E' diverso/simile...*
The intracultural perspective, our own enculturation (personal cultural make-up) Students are encouraged to: • develop a sensitivity and respect toward other cultures so they can meet new situations in language and culture learning with inquiry, a desire to understand and a willingness to make connections; and • analyse and reflect upon their cultural identity, their own attitudes, values, beliefs, language and culture, to see what influences in	Why do you think this? Is it a good thing/bad thing? Can it be good/bad or better/worse? How would you feel if...? Do you think that there is a right or wrong in this case? Why? Why not? Why do we do this? Why do we say...? Why do you think ... is important? Does everyone do this? Are there ways of talking/thinking/doing/traditions/beliefs

their home culture and the society around them are helping to shape them.	that belong to our family? Are they shared by all Australians? What is typically Australian? Are we typically Australian? What are stereotypes? Are there beliefs and values that we share across families, cultures?

Resources

The teacher accesses text books, course books, readers and magazines for primary Italian that present topic information, short Italian texts, vocabulary and linguistic items, grammatical forms, and short exercises for reinforcing vocabulary or grammatical forms. Some resources can be used directly and others need to be adapted for use e.g. different formatting for delivery as in a PP presentation, addition of vocabulary and expressions, or an informative introduction.

- *R–8 Italian curriculum: Pane e Fantasia: Stage 1: Racconti 1* and *2* (1982) Education Department of South Australia. Adelaide.

- *Ciao* and *Azzurro*. Recanati, Italy: European Language Institute www.elimagazines.com/magazines/azzurro/index.htm

These are some examples of Internet sites created for and by Italian school-aged children, which may be accessed by the teacher in the first instance for authentic materials:

- www.terzocircolosbt.it/index.htm

- www.smspentimalli.it/

- http://ginestraonline.altervista.org/

Assessment scheme

This assessment scheme aims to assess the learning, understanding and use of language and culture, and find evidence of intercultural capability and understandings. The assessment of linguistic and grammatical concepts and elements, and intercultural understandings, should be both formative and summative. Formative assessment may be ongoing and vary from loosely structured to fuller student responses to be read by the teacher and commented on, but not marked. Formative assessment techniques may take the form of the teacher:
- asking for explanations
- recapitulating by asking students to take the class through the subject matter of previous lessons
- encouraging reflective thinking through questioning, students writing short summaries of the lesson.
The teacher notes the students who answer and the content and depth of understanding in the answers. The purpose is to establish:
- what the student knows and has understood so far of the material, and of self and other
- what needs to be presented differently for learning
- what is still to be learnt
- how to pace the teaching and learning with new material.

Summative assessment establishes the lasting understanding and learning, and the connections that the student has made within and with previous learning. No single

Comment [A12]: There is an emphasis on combining a range of texts to suit the particular learning interactions, concepts explored and intended outcomes. This approach moves away from reliance on a text book, while still using textbooks for specific purposes to reinforce or support these learning outcomes.

Comment [A13]: Internet sites can assist in making the learning more meaningful, relevant and contemporary to students.

Comment [A14]: The teacher is seeking to find evidence of a range of understanding, not merely grammar points, literal comprehension and vocabulary 'codes'. These deeper understandings will get at students' own interpretations of their learning experiences so that both they and the teacher can consider ongoing learning aims.

Comment [A15]: Establishing understanding through formative assessment will benefit students in understanding their learning.

task will show this learning, and several shorter tasks, involving the macro-skills, will offer the student a greater possibility of displaying what has been learnt.

Language

- Use different text types in receptive and productive language to assess the macro skills: reading, understanding, speaking, writing.

Culture

- Assess the understanding and learning of the language to do with the Italian home, family and activities, school, relationships with teachers and peers, school activities, activities with friend and peers, the celebration of Christmas.

Intercultural capability/understandings

- Find evidence of students' intercultural learning, by showing an understanding and appreciation of the meaning the topics have for Italians in Italy and Australia, and how they see these experiences themselves and through their own culture.

Assessment Tasks

Through the following language activities and task types, scaffolded by the teacher and carried out in class and at home, the student demonstrates his/her learning and understanding by completing the following types of tasks:

Listening to or reading a text (e.g. message, note, postcard, short conversation, time-table, itinerary, recipe, song, poem, invitation) and responding orally or in writing to questions to establish understanding of facts and interpreting meaning (reading comprehension: informative writing).

- Listening to or reading a text and responding in writing in a learnt text type (e.g. brief note or letter, a short email, recounting, summary of information, short script, filling in cartoons, an advertisement, filling in a form, answering an interview, making a plan or chart).

- Writing a summary, a news item, a review, a speech, a timetable, a play script, a horoscope, writing questions or answers for an interview, a poster, a poem, a conversation, an explanatory note, a short composition.

- Writing for personal purposes: writing a greeting for a special occasion, e.g. birthday, Christmas; writing a short note, message, email or letter; a conversation.

- Using spoken language: in a conversation/discussion/interview/role play; making a birthday/name day/Christmas/Easter greeting card.

- Keeping a written journal to reflect on his/her learning, the content of his/her learning, and the personal experience of learning.

Learning sequence

Linguistic focus

The organising focus for the year-long program and for each module, *'Cosa faccio ...'* 'What I do at school, at home, with my family, with my friends, at Christmas time', seeks to offer a natural way into the lives of children, through which they are able to describe their daily lives at home and at school. This learning will include vocabulary and grammar that are specifically needed for speaking about and understanding

spoken and written texts to do with home, family, school, friends and other adults, and daily activities. The modules and their learning content, language and culture, connect to one another as they follow logically through the students' activities of home, home and family, school and school day. They call on the interactions with others in these places in which all students are involved \and in the time they spend there, with parents and caregivers, siblings and other family members, teachers, friends, school mates and other students. 'Doing' and 'experiencing' are foci because the modules are about the activities that children carry out in the places they visit daily or routinely, together with the people with whom they live, learn or play. Linguistic content, vocabulary, grammar and syntax will deal with the present indicative tense, verbs and conjugations, statements, questions and negation, expressing wishes, opinions, thoughts and ideas, agreement and disagreement, and offering suggestions.

Cultural focus

The Italian home itself may be quite different, with a greater variety of dwellings and the apartment the most likely common home. The home and the school offer different types of buildings, activities, ways of dressing, times for being in one or the other place, and use of time. Through visual, oral and written texts, the activities and experiences of students (in the home and family, school and the school-day, the extended family, schoolmates, friends and adults, pastimes and special occasions) provide the opportunity for the development of language learning and intercultural understanding.

Intercultural focus

Daily home and family, school and school activities, friends and the activity of special occasions, offer students opportunities to look at the Italian student's experience and their own. Students will call upon previous learning, phrases, expressions and vocabulary and gradually build the ability to make up their own sentences using some tenses and forms of the indicative mood, and some verbs. In the intercultural understanding, they will call upon their previous learning and experience about the home, family, school and relationships with others, and note how these are similar to and different from the Italian examples presented to them. The students are encouraged to notice similarities and differences, to compare what they read and see with their own experience, to reflect on the other and on their own experience, and look for reasons and explanations for the values and attitudes of the two cultures. In class discussions, the teacher models and provides the language to think and talk about language and culture in English and to some extent in Italian.

Teaching/learning interactions

This series of modules articulates the theme of one's actions and one's interactions with others in everyday activities. The theme is *Cosa faccio* (What I do), which is articulated in a sequence of five modules: *Cosa faccio a scuola*, *Cosa faccio a casa*, *Cosa faccio con la famiglia* and *Cosa faccio con gli amici*. In this program, the two modules *Cosa faccio a casa* and *Cosa faccio con la famiglia* have been collapsed into one, to provide a module in the last term of the year, *Cosa faccio a Natale*.
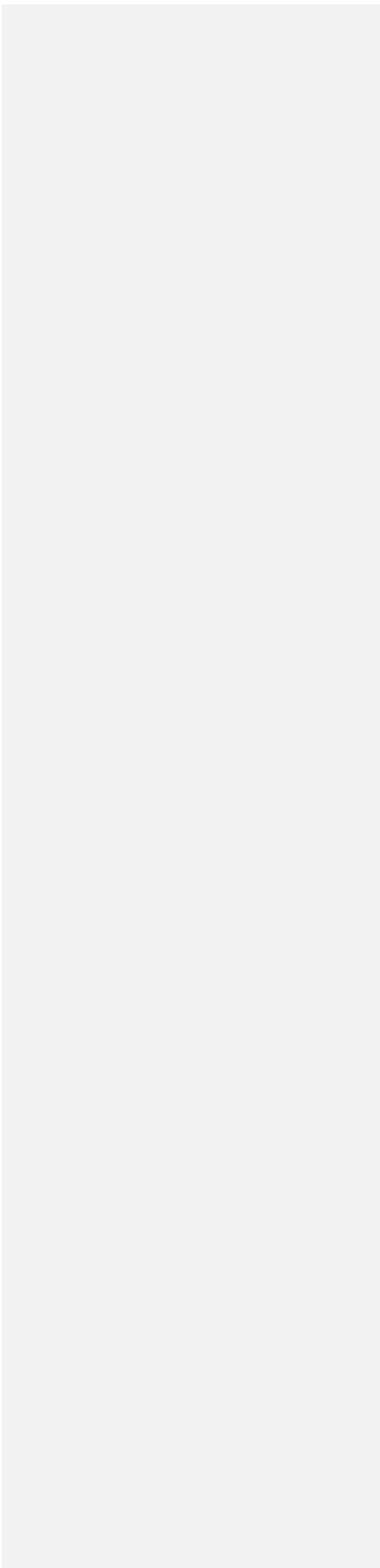
Cosa faccio...		
Module title	The cultural	The elements through which culture is passed on
Cosa faccio a scuola	The school carries values and attitudes of a culture and is the agent by which a society makes its youngest members into socialised and productive citizens. Associated values: order, routine, teaching and learning, acceptance of, respect for and sharing with others, taking part, responsibility for one's actions and learning.	The length of the school day, the number of days students attend school, the subjects they study and how these are presented, the relationship with teachers, the rules for behaviour at school, the relationships between the students, the homework, are particular to a culture. What students do in part forms the interactions they have with the other people at school (socialising, talking to, learning, playing).
Cosa faccio a casa	The home, which implies home and family, is where the primary family culture, with its values and attitudes, together with elements of the culture of the society in which they live, is passed on through parents and others in loco parentis. Associated values: respect, contributing to the home and family, faith and belief, tradition/s and customs, language and cultural background.	Being at home; the home as a building (house, apartment, flat – what the home is like); the rules (e.g. bedtime); the daily routine (breakfast, dinnertimes); the roles, tasks and chores of parents and children; family membership. The activities of being at home (eating, dressing, making bed, washing, having a pet, helping to prepare food, doing homework, pastimes and hobbies in the home, playing with friends, reading with parents, watching TV, shopping for food, gardening, chatting, learning about things, asking opinions of, taking advice, and socialising, playing games, going out with parents).

Comment [A20]: The teacher has included an important step to understanding language and culture in the addition of this column, showing movement from merely providing cultural knowledge, to discovering and investigating how this knowledge is transmitted, what or who mediates the transmission, and how students might begin to understand this within their own frames of reference.

Comment [A21]: Possible elaborations of the key concept explored through texts include 'we are what we do', 'we are who we do things with'.

Cosa faccio con la famiglia	The nuclear and extended family have a great influence on children, as it is in these interactions that the importance of family, the culture of the particular family, and the values and attitudes are passed on. Associated values: valuing extended family and the relationships, faith and beliefs, customs and tradition, language and cultural background.	Being part of a family (being yourself among parents, grandparents, uncles, aunts, cousins, what you do with them, how you act towards them and they to you). Spending time with parents and family at home, on family holidays, at birthday parties, weddings, family celebrations (e.g. Easter, Christmas, gift giving, sending greeting cards).
Cosa faccio con gli amici	Friends made in the neighbourhood or school friends have an important function in passing on to children there first cultural values and attitudes that are not from the family and or the school: they may confirm these two influences or they may bring variety and difference. Associated values: respecting difference, sharing, taking on responsibility to learn, working with others and being part of a team, having interests and pastimes.	Having friends generally means carrying out activities with other people of the same age, interests, and predispositions. It entails sharing time and activities, accommodating, compromising, giving opinions and making suggestions, trying to understand what the friend wants to do or say, how they feel, having empathy. Activities with friends (playing at home, doing school activities together, studying at home, going to a film, eating together at school, playing in the schoolyard, being in a sport team).
Cosa faccio a Natale	Christmas has a festive importance, be it religious or cultural. In Italy, Christmas and the New Year offer a short holiday break; in Australia, it offers a long summer break from school and work. In home and school, Christmas and the New Year offer religious observances, activities, food, language, games, which are unique to the festive period. Associated values: tradition and customs of religious holidays, respecting faith/ beliefs of	Christmas at home with the family: What the family does, how the house is decorated, writing cards, preparing special food and the Christmas day meal. *La festa di Natale: il Bambino Gesù, fare il Presepe, San Francesco, addobbare l'albero di Natale, la Befana, Babbo Natale, la cucina natalizia. La vigilia di Capo d'Anno, Capo d'Anno.* Gift giving. Holidays together. Christmas at school: Decorating the classroom, Christmas plays and carols *I bigliettini d'auguri di Natale* The end of the school year Christmas and friends: Giving cards and presents; spending/not time with

	others, accepting different points of view.	friends during the holidays.

A year-long program   *Cosa faccio ...*

Year 5, 6 Italian Year-long program		*Cosa faccio ...* What I do ...				
		Cosa faccio a scuola	*Cosa faccio a casa*	*Cosa faccio in famiglia*	*Cosa faccio con gli amici*	*Cosa faccio a Natale*
Intercultural concepts	Social organisation. Interpersonal, relationships. Values, beliefs customs. Traditions.	How I spend my time at school and how an Italian student does this in Italy: what the Italian school is like and how an Italian student spends time at school with an Australian student's experience. Finding out the differences and similarities in the timetable, the school day, the school week, subjects studied, teachers and classmates, and how these reflect different attitudes, beliefs and values. Learning about generalisation in discussion.	What I do at home and what an Italian child does at home: chores and helping in the home, relating to parents and siblings, routines and activities of the home and family. What the home is like, how space and place affect how we live, what we do (sport, travel, games and pastimes, knowing neighbours, keeping pets). In generalising: What is meant by 'typical'? Are we typical Australians? Is there a typical Australian?	What I do with my family. When do I spend time with them? Who do I spend time with in my family? What is the experience of an Italian person my age? (Family activities and pastimes, daily and routine, special family occasions, holidays, relating to grandparents, cousins, roles and responsibilities related to home and family).	What I do with my friends and where. What time an Italian person my age spends with his friends and what they do together (relationships, games and pastimes, social outings, activities and playing sport, using different modes of entertainment and communication (MP3 players, SMS)).	What I do at Christmas. What Italians do at Christmas. Comparing the celebrations (e.g. *il presepio, l'albero di Natale*). How we celebrate, our beliefs, our relationships with others; the celebrations that are used by different cultures to mark a particular belief; what is celebrated (religion, beliefs, summer break), how it is celebrated, symbols, actions, behaviours.

14

Language focus	Vocabulary	School, subjects, daily routine.	House, routine actions at home, mealtime, keeping house, pets.	Extended family, family occasions (e.g. weddings, birthdays; religious occasions (e.g. first communion)). Greetings and wishes: *Buon compleanno, Buon onomastico, tanti auguri*.	Pastimes, games, sports, means of entertainment and communication technology.	Christmas, New Year, greetings and wishes, holidays.
	Grammar	Present tense: *io, lui/lei, noi, loro*. Verbs to do with school, daily routines. Stating likes/dislikes Giving opinions. Adjectives (new, modern, old).	Present tense: *io, lui/lei, noi, loro*. Verbs to do with home activities: food preparation; chores (e.g. *mi faccio il letto*); playing indoor games; caring for a person or pet; having to do things (e.g. *devo dare da mangiare al cane).* Stating likes/dislikes Stating preference. Adjectives (*squisito, buonissimo, carino, noiosa*). Conjunctions.	Present tense: *io, lui/lei, noi, loro*. Verbs to do with visiting people, spending time doing something (e.g. *leggo, giochiamo a carte*), preparing for a family occasion. Possessive forms (*il mio, la mia, le mie, il miei*).	Present tense: *io, lui/lei, noi, loro*. Verbs to do with being with people, going out, spending time together: (*andiamo, ci troviamo a ..., mia mamma mi porta in macchina, vado a piedi da ..., ascoltiamo, guardiamo, giochiamo*). Adjectives to describe personal qualities (e.g. *è gentile, simpatico, allegro, fedele, comico*).	Present tense: *io, tu, noi, voi*. Verbs and expressions to do with preparation for festivities (organising, buying food and gifts, writing cards, celebration, giving and receiving, thanking, holidays, wishing, greeting, relaxation, travel). Christmas pastimes, games (e.g. *Tombola).*
	Communicative functions	Talking about daily routine. Noticing, discussion (*non tutti, la*	Talking about home routines. Expressing noticing, expressing similarities	Talking about activities and occasions spent with extended family. Talking about family.	Talking about friends and their qualities. Talking about activities with friends.	Exchanging greetings (e.g. *Buon Natale, Buon Anno, felice Anno Nuovo, auguri*).

15

		maggioranza, molti bambini, pochi, tanti). Expressing opinions. Lanuage for learning (e.g. *come si dice... in italiano?*).	and differences, comparing. Expressing opinions. Language for learning (e.g. *Come si scrive...? Come si dice...in italiano?*).	members/ relationships. Expressing emotions (*sono contento, voglio bene a ...*). Wishing people a happy birthday, name day.	Communicating with friends, e.g. telephone, email, SMS.	Sending cards. Talking about celebration, religious events, meals, games and activities.
Key interactions In English and Italian		Observe visual texts, notice differences, similarities, examine and analyse written texts for meaning, ideas conveyed about culture, customs and tradition, in and through language. Understand information, meaning of texts, and use the information to compare with the students' own experiences. Compare new information with students' own experience. Reflect on the customs, tradition, beliefs and values underlying differences and similarities. Discuss and reflect on language, Italian and English, singly and in comparison, and the culture–language connection (e.g. that feminine and masculine extends to nouns, animate and inanimate, adjectives, possessive adjective, pronouns and that this does not exist in English; *casa* is both home and house; the feminine; masculine *cugino/cugina* is not rendered exactly in English; that translation cannot be literal, and making meaning is a complex process; that writing in Italian has different conventions to English: the days of the week, months of the year, *italiano* (adjective) and *io* (pronoun) are not capitalised). Connect new information to previous knowledge to build on learning and to have greater understanding. Communicate information, ideas, opinions, and understanding about activities and experiences to do with school, family and friends.				
Tasks - using text types	Assessment tasks	Draw a map of school and label with phrases (Italian). Make up a table of features and attributes of Australian and Italian schools. (Italian/ English).	Conversation: Two students discuss what they do at home. Email a friend telling them how life in an apartment is different to their home in Australia. (Italian and English)	Create a photo album and write captions: *Un fine settimana con la mia famiglia* (a poster/booklet.) *Una ricetta della nonna* (ingredients/a recipe).	Write emails: *Due email ai miei amici – invito a casa mia /accetto l'invito di andare da un amico/ un'amica.* *Andiamo in pizzeria per festeggiare un compleanno* (role-	Writing greeting cards. The Christmas crib (*Il presepio*). Task 1: Students bring symbols, decorations, images and pictures of

		Journal, reflect on learning about Italian, Italy, own culture, the learning process. Creative writing/ performance (role-play script/interview). Reading and understanding/making meaning/reflecting on learning.		*Cosa devo fare cosa voglio fare cosa posso fare; le regole della mia famiglia* (a poster).	play).	Christmas in Italy, Australia and of other cultures and countries. Write a card in Italian to place next to the displayed item, to explain its meaning, where it is from. Task 2: Make and write a card, in Italian to give to a friend, teacher, family member or neighbour.

A lesson plan for *Cosa facciamo per celebrare Natale?*

Term 4

Cosa facciamo per celebrare Natale? The group social occasions through which we celebrate or beliefs, or our relationships with others; the human commonality of celebrations that are used by differing cultures to mark a particular belief in time; what is celebrated (values, beliefs), how it is celebrated (symbols, actions, behaviour)

> **Comment [A23]:** The teacher has expanded one term's overview in terms of major concepts.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Il mio Natale Discuss the celebration of Christmas in Italy, Australia, own family: family, extended family, *nonni, zii, cugini*, Christmas religious functions, lunch, holidays and seasons, religious and food traditions Language vocabulary and expressions.	The story of Saint Francis and the first Crib. Discuss Australian/Italian traditions (e.g. *l'albero di Natale*). Language of *il Presepio*.	Making a *Presepe* in the classroom. Make display cards to explain, in Italian and English, the different *figurine* of *il Presepe*.	The story of *La Befana,* the Epiphany and her gifts to children; bring a sample of her gifts. Language of gift-giving, receiving, expressing surprise, delight, thanking. Discuss the Australian/ Italian/European traditions (e.g. *Babbo Natale).*	Task 1: Students bring symbols, decorations, images and pictures of Christmas, Italian, Australian, of other cultures. Write a card in Italian, to place next to the displayed item, to explain its meaning, where it is from.	Discuss Christmas card giving Language of wishes and greetings. Task 2: Make and write a card, in Italian, to give to a friend, teacher, family member or neighbour.	Christmas at school: have a selection of Italian Christmas sweets (e.g. *Panettone, panforte*) and food of other cultures. Discuss these and share them. Language of offering and accepting.	Christmas tradition; playing *Tombola*. Language of the game, numbers. Wish each other *Buon Natale, Buon Anno*, etc.

18

Language, culture and learning What is language? What is culture? Understanding learning Understanding language learning Intercultural language learning	Language is described in terms of its structures and features, contextualised within an understanding of language in use and intercultural significance. The program promotes of view of language as culturally constructed and as informing our enculturated selves. A view of learning that promotes students' making meaning and interpreting language and cultural practices through comparison with personal experience promotes a sociocultural view of learning, embedded in social interaction in the classroom. Further explanation of the interactions could be included to emphasise this feature.
Teaching and learning Classroom interactions The nature of interactional language Tasks and task-types Student engagement Recognising the diversity of learners and their life-worlds Technology in language teaching and learning	Classroom interactions are collaborative and based on investigating questions that ask students to consider both their own and Italian perspectives as evidenced in a range of texts, as well as the diverse perspectives of their class group. These are routinely canvassed, compared and demonstrated in personal reflection tasks. The module is conceived in terms of students' experiences of what they are learning, rather than as a series of tasks performed in isolation. A range of learning and assessment tasks caters for variability in responding to the texts and classroom interactions. With a high level of personal involvement, students will be able to engage with and relate to the concepts being considered. Collaborative group work processes allow the teacher to deal with student variability in the immediate sense. As personal responses will reflect a wide range of views and dispositions, individual views and needs are being valued and given space, and used for comparison and discussion of variability of perspectives.
Resourcing and materials Selecting resources The purposes of resources Adapting resources Using resources critically Relating resources to each other Contemporary resources Learners as resources Developing a resource bank	There is potential for a range of texts to be used in this module. The teacher has identified a number of text types, of the receptive and productive type.

Assessing	A range of options for both formative and summative, provide for assessment that will support the variability of interactions and of students themselves. A variety of text types, including maps, emails and greeting cards, are used in the creation of assessment products. Assessment also includes listening and responding, and speaking tasks.
Assessing Assessment and learning The assessment cycle Eliciting evidence of students' language learning Judging: considering criteria Validation	A range of options for both formative and summative, provide for assessment that will support the variability of interactions and of students themselves. A variety of text types, including maps, emails and greeting cards, are used in the creation of assessment products. Assessment also includes listening and responding, and speaking tasks.
Programming and planning Planning language programs Long-term and short-term planning Planning for conceptual learning The place of context in planning programs Scoping and sequencing of learning Planning interactions Personalising learning experience	The long-term plan shows connection of ideas and language that students will be able to build on throughout the year. Smaller sections of planning show focus on the micro components that promote students' responses to a range of issues and ideas related to the central concept.
Evaluating language programs Evaluation as an ongoing process Evaluation in context Purpose and scope of evaluation Evaluation as inquiry	