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TABLE OF CONTENTS

[CURRICULUM ELEMENTS 3](#_Toc95223372)

[Years 7–8 (Year 7 entry) 3](#_Toc95223373)

[Years 9–10 (Year 7 entry) 13](#_Toc95223374)

CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Italian language, and this will be influenced by prior learning and experiences of language learning. Students use Italian to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Italian and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using metalanguage. They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Italian** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Italian** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LIT8EC01 | * greeting others, introducing themselves, expressing state of health and wellbeing, appreciation and good wishes, and leave-taking, using appropriate familiar or formal language, for example, *Mi chiamo … e tu? Come ti chiami? Ho 12 anni. Sono Simonetta. Ciao Gianni, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani. A domani. Buongiorno, ArrivederLa. Come si chiama? Buongiorno professoressa, come sta?*
* sharing information about themselves, family, friends and pets using subject+verb+adjective, including negative expressions, for example, *Non sono alto/a, Ho gli occhi castani, mio nonno e` simpatico, la mia amica del cuore e` …; sono australiano/a di origine italiana/inglese; il mio gatto e' molto carino.*
* describing an object or event in their local environment using article+subject+verb+adjective, including negative expressions, for example, *è/non è grande/bello/di cotone/di seta; è interessante/difficile/noisoso/divertente*
* interviewing classmates about themselves, their family, pets, likes and dislikes, hobbies and leisure time activities: *Hai una sorella/ un fratello? Hai un animale domestico*?
* discussing their interests and leisure time activities and preferences, for example, *Cosa fai nel tempo libero? Mi piace/non mi piace lo sport perché non sono molto atletico, faccio il nuoto ma preferisco giocare a pallacanestro, gioco a calcio ogni sabato mattina con i miei amici, vado in città ogni venerdì sera con gli amici /al centro commerciale, suono la chitarra ogni lunedì.*
 |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LIT8EC02 | * following classroom instructions to convey understanding, for example, *Siediti! Sedetevi! Seduti! In piedi! Aprite il quaderno! Silenzio! Alzate la mano! Adesso tocca a te!*
* posing and responding to questions to elicit information, for example, *C'e Marco? Presente! Hai una penna? Sì, eccola! Hai il quaderno? Sì, ce l'ho. No, non ce l'ho! Come vai a scuola? Vado in macchina. A piedi.*
* asking for and giving an explanation, for example, *Perché? Come si scrive? Può/puoi ripetere? Come si dice …? Come? Come si fa? Di chi è? È mio/è di Sara.*
* requesting permission, for example, *Posso andare in bagno? Mi presti la matita*?
* playing interactive games such as *Dammi il dado! Tocca a me! Tocca te! Bravo/a! Hai vinto! Ho cinque punti! Secondo me … Penso di sì/penso di no …*
* using formulaic, modelled expressions such as *bisogna essere rispettosi/ puntuali/ organizzati!*
 |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LIT8EC03 | * exchanging details about an organised event such as time, day, place, activity and participants, for example, *Vieni a … con me? Sì/no. D’accordo. A che ora? Quando? Dove? Con chi? Che tempo fa? Se fa bel tempo ... ma se piove ...*
* negotiating and making arrangements for social or sporting events by using texts such as messages, emails, invitations and text messages, and using expressions of possibility, need and obligation modal verb+infinitive in set phrases, for example, *Vuoi venire a … Non voglio venire …, Voglio/non voglio … Posso/non posso venire, Cosa fai sabato? Vuoi venire da me? Forse sì/forse no Cosa facciamo questo fine settimana? Perché non andiamo ... allo stadio? alla partita? al cinema? possiamo andare in bicicletta; Vuoi venire a una festa a sopresa/ festa di compleanno/ invito/ pranzo di Natale/ la gita scolastica al ristorante italiano*
* organising and promoting a day of Italian food and culture at school, allocating duties and responsibilities, for example, *Organizziamo una giornata italiana a scuola. Prepariamo cibo regionale. Chi vuole fare il poster? Chi vuole fare gli inviti? Io preparo la pubblicita' per il sito della scuola. Io creo il volantino.*
* participating in real and imagined transactions (purchasing a ticket for an event, choosing a gift for someone, etc.) for example, *Quanto costa* + definite article or demonstrative + noun? *Cosa prendi? … un caffè … e tu?*
 |
| **Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LIT8EC04 | * listening to, viewing or reading to identify key ideas across a range of familiar subject matter presented in different formats, for example, listening to interviews about what teenagers do at school and after school *il compito in classe, le interrogazioni, la maturità, il Liceo Classico, le Scuole Professionali, il motorino, cosa mi metto per andare a scuola? la mia casa, il mio quartiere, la mia città, i miei viaggi. le faccende, sport e i passatempi*
* comparing and contrasting information on an issue from different sources and reporting about it to others using tools such as tables, graphic organisers, concept maps and charts, and summarising, for example, *Il 30% degli student italiani preferisce andare alla spiaggia con amici ma solo il 18% degli student australiani va alla spiaggia con amici.*
* discussing Italian itineraries, timetables, opening times, costs, for example, *il preno parte alle 22,30 e l’autobus parte alle 22,00; la prima ora comincia alle 9,00; la ricreazione è alle 11,00; il treno regionale costa €12,35 e la Freccia Rossa costa €23,80; La banca chiude alle 13,00.*
* listening to, reading or viewing First Nations Australian author’s stories and responding to them in spoken or written Italian
* using print or digital maps of a real or imagined town to find locations and give directions for places of interest, for example*, il supermercato è vicino alla scuola; La biblioteca è accanto alla mensa; La palestra è qui; Non c’è il bagno.*
* locating specific information about a person, place, object or event in their local environment, describing characters *Chi? Com’è? Come fa*?, events *Cosa succede? Quando*?, settings *Dove*?, and key ideas *Perché*?, and establishing sequence, for example*, prima … poi … dopo*
* listening to, and reading weather reports and connecting to appropriate clothing, *Oggi piove; C’è vento; Fa caldo/freddo; Quando piove indosso l’impermeabile. Quando fa freddo indosso la giacca. Cosa metti nella valigia per andare a ... al campeggio, al mare, a sciare*
* identifying cultural aspects of daily life in Italy and comparing these with Australia, for example, *fare la passeggiata*, *fare bella figura*, eating habits, *In Australia le persone cenano presto*, *il centro commerciale e gli orari di apertura*, school life and routines *mi alzo, mi vesto*, and presenting results in class in oral presentations or written descriptive texts
* summarising the main points of familiar texts, deducing the meaning of some unknown words and phrases, and identifying cultural references as well as representations, images and other content, which contributes to the overall meaning, for example, *Nella mia famiglia ci sono 5 persone e in casa ci sono anche i nonni materni. Vivo con mia madre una settimana e con mio padre l’altra; Anna ha un cane ma io ho due gatti; Io gioco a tennis e la mia amica gioca a calcio; Nella foto vedo una casa e tre alberi ma non c’è una macchina.*
* interviewing and/or surveying classmates about their daily routines (transport/mobile phone/internet use, text messaging habits, virtual and real relationships, television viewing, hours of sport played, etc.) and presenting the data in various forms (graphs, summarising data, etc.), for example, *cinque persone non hanno un cellulare; tanti/pochi … la maggior parte …; il 15 per cento; due su venti, il cento per cento usa il cellulare …*
* listening to, reading or viewing stories, songs and poems, noticing aspects of meaning and style (the use of rhythm, rhyme, key words, etc.), for example, noticing aspects of meaning and style in *Inno di Mameli* (the rhythm of the music conveys the purpose of song), *Ricicla Riusa* (Bla Bla) (the use of repetition reinforces the vocabulary), *La Mia Amica Del Cuore (*Gazosa*) – Dammi ...*
 |
| develop and begin to apply strategies to interpret, translate and convey meaning in Italian in familiar contexts AC9LIT8EC05 | * translating short texts, recognising when literal translation is or is not possible, for example, in idiomatic expressions *In bocca al lupo!,* and discussing reasons for equivalence or non-equivalence
* translating and interpreting short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence, for example, *Boh! Magari! Uffa! Andare a trovare qualcuno*
* making and using glossary lists for different purposes and people (children, international students, visitors, etc.), and learning how to use print and digital dictionaries
* considering what will require an explanation, elaboration or illustration to be understood by an Italian audience, for example, explaining BBQ, suburb, and distances when describing the local environment, lifestyle and events
* identifying Italian-English cognates such as *dizionario/*dictionary*, farmacia/*pharmacy*, intelligente/*intelligent*, mercato/*market, and using them to predict meaning
* developing awareness of Italian-English ‘false friends’ and reflecting on how they assist or inhibit meaning, for example, *parenti* = relatives (not parents), *libreria* = bookstore (not library), *crudo* = uncooked (not crude), *bravo* = good (not brave)
* explaining how translated labels do not necessarily capture cultural nuances when creating captions and labels relating to the immediate environment, for example, producing bilingual school timetables and signage such as *la mensa, il campo sportivo, le scale*
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| **Sub-strand: Creating text in Italian** |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LIT8EC06 | * producing and presenting texts (cartoons, big/picture books, digital stories/books, plays, etc.) for different learners, for example, producing and presenting characters such as cartoon characters, *Commedia dell’Arte* characters
* providing bilingual captions for texts, for example, creating picture dictionaries and photo stories with captions in Italian and English
* highlighting aspects of culture (school life, etc.), for example, *aula magna, bidello/a, mensa, andare a scuola in motorino,* by creating digital texts such as annotated maps or building plans
* creating a print or digital poster in Italian to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do
* designing a pop-up picture book about self, based on coursework *mi presento; la mia famiglia; la scuola e la mia* *giornata; l’animale domestico; i miei passatempi*
* writing a short poem about *il tuo animale domestico* or creating a poster about an endangered animal such as *La* *tigre è un animale a rischio*
* composing texts such as raps, poems, lyrics, *fotoromanzi*, blogs, social media pages, website homepage based on personal experiences and cultural events, for example, creating a song featuring body parts or titles such as *Pasqua in Australia, Natale al sole, la mia pagina facebook*
* reinterpreting and performing stories and songs in spoken or written form, by retelling the sequence, reordering the events in a story, or creating an alternative representation or ending
* performing their own texts which reflect daily routines such as family life and school life, for example, a video about your daily routine using reflexive verbs, *Mi sveglio alle 7; Mi alzo alle 7,30; Questa è la mia famiglia, Questa è la mia scuola …* *devo lavare i piatti, posso uscire con gli amici, guardare le sitcom/le serie alla* TV*/YouTube/chattare/postare sui social* etc.
* creating and performing their own texts which reflect Italian cultural behaviours (a skit of different people greeting each other in a range of social settings or reflecting social conventions and attitudes, etc.), or skits of appropriate behaviours in context, for example, *Bisogna essere puntuali/organizzati/rispettosi!*
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| **Strand: Understanding language and culture** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LIT8EU01 | * recognising that Standard Italian is used in Italy and in diverse communities throughout the world, and that many speakers of Italian may also speak a regional and/or local dialect
* examining differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and applying to their own work, for example, *famiglie, gnocchi, chiese, barche, chiavi, buono, cena, azione; sono* and *sonno, vale* and *valle; felicità, capacità, papa* and *pappa, casa* and *cassa, nono* and *nonno*
* imitating the sound combinations of Italian, for example, consonant combinations *‘ce’, ‘ci’, ‘co’, ‘cu’, ‘ca’, ‘chi’, ‘che’, ‘gi’, ‘ge’, ‘go’, ‘gu’, ‘ghi’, ‘ghe’, ‘sci’, ‘sce’, ‘schi’, ‘sche’*
* recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotion, for example, *Vai a casa? Va’ a casa! Oh! E? Ahimè!*
* making connections between spoken and written forms, and understanding the effect of grave and acute accent marks on pronunciation and meaning, for example, *papa/papà; città, perché, cioè*
* recognising and understanding the role of pause fillers and using them to assist the flow of conversation, for example, beginning to use *Insomma; Allora; Dunque; Vediamo* ... when appropriate
* checking pronunciation of words using sound files and text-to-speech software
 |
| develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts AC9LIT8EU02 | * understanding and using masculine and feminine nouns (the grammatical gender) to identify people and objects, using singular and plural regular forms
* developing awareness of various categories of nouns with common endings such as ‘*-ista’, ‘-zione’, ‘-tore’* and ‘-*trice’,* for example, *il/la dentista, la stazione, il vincitore/la vincitrice*, and comparing them to their English equivalents
* using indefinite and definite articles (*un, una, un’; il, la, l’, lo, i, le, gli*)
* understanding that adjectives agree in number and gender with the noun, including possessive adjectives (my, your, his/her), for example, *il mio libro, mia sorella, il mio papà, il tuo compleanno, la sua penna*
* recognising that demonstratives also agree in number and gender to the noun, for example, *Questa è la classe d’Italiano; Quella è la mia penna; Questo è lo zaino; Non mi piace quello*
* asking questions using appropriate interrogatives, for example, *Chi? Che? Cosa? Quale? Come*?
* recognising that Italian uses cardinal and ordinal numbers differently to English, for example, dates, time
* using prepositions of time, manner and place, to describe where and when, for example, *alle 9, con mamma, a scuola, in bagno,*
* understanding that some prepositions (*a, da, in, di, su*) are articulated and combine with the article, for example, *al telefono, alla television, dal dentista, sullo scaffale, nell’armadio*
* using verbs describing state (*essere*), possession (*avere*), for example, *Sto bene; Ho dodici anni; Non ho una penna.*
* conjugating regular verbs describing actions in the present tense, for example, *parlare, vedere, dormire cantare;* *Parlo inglese a casa; Vedi il libro? Dormi abbastanza? Pranziamo a scuola. Ceniamo insieme.*
* recognising and using irregular verbs in formulaic expressions, for example, *Vado a mangiare; Vengo a scuola a piedi; Faccio i compiti.*
* using high frequency reflexive verbs, for example, *mi alzo; mi diverto*
* constructing simple sentences in Italian subject+verb+object; making statements, asking questions and giving/receiving instructions verb+object, for example, *Chiudi il libro*!
* using common conjunctions such as *e, ma, perché, così, però, siccome*
* forming negative statements and questions, for example, *Non mi piace il gelato; Non mi piacciono* *gli* *spaghetti; Non ti piace sciare?*
* using temporal markers such as *Prima … poi … dopo … alla fine/ la mattina, il pomeriggio, la sera* to sequence events or actions
* applying appropriate punctuation conventions, noting differences between Italian and English use of capital letters and using rules of capitalisation when creating their own texts, for example, omission of capitals with weekdays, months of the year and nationalities; different conventions with numbers: commas instead of full stops and colons, for example, *alle 9,15* (at 9.15am)*; il 10,8%* (10.8%)
 |
| compare Italian language structures and features with English, using familiar metalanguage AC9LIT8EU03 | * talking about language features and word order using relevant metalanguage such as verbs/processes – doing/being/having/thinking verbs such as *gioco/sono/ho/penso/mi piace,* nouns, articles, adjectives, pronouns, conjunctions and clauses, and comparing grammatical features in Italian and English
* discussing the concept of number and gender – singular, plural, masculine, feminine, for example, *Penna è femminile perché ha la ‘a’ finale* *ed è singolare*
* explaining the use of language (polite and familiar forms, etc.) and comparing the use of register in Italian and English texts; understanding cultural expectations in language use based on gender, age, social status, and purpose of interaction, for example, discussing appropriate greetings for people of different ages and/or status (a neighbour or teacher) and comparing register in a range of texts and explaining the use of language such as polite and familiar forms, *Ciao/Buongiorno*; *Scusa/Scusi*; *Come stai*?/*Come sta*?
* noticing global and cultural influences on the Italian language and discussing when and how hybrid forms are used such as the influence of English in advertising/technology (*cliccare, postare, chattare*), numbers, mathematical symbols, sport *(fare il footing*), and single letters and acronyms TVTB (*ti voglio tanto bene*), 6 (*s*ei), x (*per*)) to replace words in SMS messaging
* understanding the influence of other cultures on Italian language, for example, the use of borrowed words such as *un* *tailleur, la roulotte, il wurstel, il krapfen, il weekend, il footing* and borrowing, and adapting of technical terms, for example, *il mouse, la password, chattare*
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LIT8EU04 | * discussing the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example, *Lo scontrino, Salute! Cin Cin! Buon appetito! Fare la passeggiata; Fare bella/brutta figura,* and making comparisons with Australian culture, analysing the meaning and use of proverbs and sayings such as *Non si fa!* and considering equivalents in English and other languages
* comparing Italian mannerisms in greetings with mannerisms of other cultures represented in the classroom, and exploring the idea of *Fare festa*, when you meet and welcome someone by means of voice, intonation to convey excitement, and understanding that there is a strong visual element to expressing one's feelings and emotions in Italian
* understanding differences between standardised language and dialects or variations, and how these create a sense of identity and belonging; comparing words used in the home and/or community with those used in formal settings such as school, for example, *guaglione* (Neapolitan) or *toso* (Venetian)and *ragazzo* (Standard Italian)
* examining that First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to regional dialects and variations in Italy and language variation across Italian-speaking communities
* connecting the history of Italian migration to Australia to the formation of communities of speakers of Italian in specific cities and suburbs who identify as ‘Italo-Australian’ and noticing the resulting regional variations of language and the impact of Australian English on the local Italian community, for example, *la fenza, il carro, la crema* (instead of *la panna*) which are not Italian words
* reflecting on their own and others’ responses to intercultural experiences and interactions, for example, how people interact in Australia and in Italy (at school, while shopping, etc.), and comparing aspects such as the exchange of social niceties or the efficiency of the interaction, for example, *Buongiorno. Mi dica … Desidera?*
* reflecting on their own identity through connecting observations made about experiences over time, as a learner of Italian, for example, comparing and contrasting their own experiences through a series of journal entries/reflections
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Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Italian language learning builds on each student’s prior learning and experiences. Students use Italian to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Italian in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers. Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Italian language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Italian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Italian to create texts.Students apply features of the Italian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Italian** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Italian** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds AC9LIT10EC01 | * sharing experiences and describing events, for example, *Ogni anno ...; Ogni weekend ...; Per il mio compleanno* *voglio ...*
* expressing hopes and ambitions, and giving reasons for plans, for example, *Penso di* +infinitive; *Mi piacerebbe* +infinitive
* recounting personal experiences and expressing opinions through a range of texts, using present and past tenses as appropriate, for example, sharing information about their family history or discussing generational influences *Ammiro …* *Giovanni perché è venuto in Australia da solo quando aveva diciotto anni.*
* exchanging opinions and agreement, for example, preferisco … *e tu?; E tu, cosa pensi? Sono d’accordo con te/lei …; Sei d’accordo? Non m’interessa.*
* contrasting and comparing views on particular expectations and issues (the use of social media at school, etc.) by writing blogs, emails and letters, for example*, sono d’accordo, non sono d’accordo; vorrei dare la mia opinion.*
* narrating past experiences and events of significance such as holidays, special events, travel, *L'anno scorso ... prima siamo andati … poi abbiamo fatto … dopo … infine …; mi sono divertito/a, faceva caldo, c'erano tante persone* …
* participating in reflective activities and evaluations of classroom experiences, for example, *Perché/come mai …? È giusto? Secondo te …? Forse …, Dal mio punto di vista …, A mio avviso …, Penso che sia …, Sono sicuro che …, È chiaro che …*
 |
| use Italian language in exchanges to question, offer opinions and compare and discuss ideas AC9LIT10EC02 | * using communication strategies (questioning further, asking for repetition or clarification, etc.), for example, *Scusi, non ho capito; puoi/potresti ripetere? Puoi aiutarmi a* +infinitive?
* participating in negotiations, in conversation and correspondence (discussing possibilities regarding travel to Italy, the purchase of fashion items, musical equipment or a mobile phone, etc.), for example, *Quanto costa il biglietto per …? Vorrei il biglietto più economico. Posso vedere l’ultimo modello del telefonino/cellulare. Ha una custodia colorata? Queste scarpe sono piccole; ho bisogno di un numero più grande. I pantaloni sono troppo larghi. C’è la taglia più piccola?*
* applying for a part-time job and participating in a mock interview *(il colloquio*), for example, *il posto fisso, fare domanda di lavoro: vorrei fare domanda per il lavoro di cassiera/ e, commessa/o presso ...*
* requesting a service such as changing a flight, exchanging currency, purchasing a SIM card or confirming accommodation
* corresponding to express a complaint, formally and informally, about a poor-quality service and suggesting a way to improve, *Ti apetto da più di mezz'ora! Non va bene! Le avviso che l'aria condizionata non funziona e bisogna chiamare il tecnico/ l'idraulico. La finestra non si apre ...*
 |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LIT10EC03 | * inviting and responding to invitations, for example, *Puoi venire a …? No, devo studiare / Non ora. Oggi … A presto. Divertiti!*
* participating in planning and decision-making with others, for example, arranging an event, class debate, performance, excursion, guest speaker, and organising a petition or a letter to the principal/local council, *Devo/Dobbiamo organizzare … Cosa dobbiamo fare? Chi invitiamo? Bisogna+infinitive. Vuoi venire al dibattito con me? Come possiamo convincere il comune a …? Scriviamo una lettera per convincere il/la preside a …*
* negotiating options, for example, *Forse potremmo cominciare alle 7. Potrebbe essere utile andare tutti insieme*., and reflecting on outcomes, for example, *E' andato tutto bene; E' stato un gran successo; Ci siamo riusciti!; Ce l'abbiamo fatta! La prosssima volta forse*
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| **Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LIT10EC04 | * listening to, viewing or reading texts that depict aspects of Italian culture, art, history or geography, and sharing the information with others, for example, comparing online tourist brochures, reading or viewing a series of advertisements, and then creating their own advertisement to attract Italian tourists to an Australian city/town/area
* conducting online surveys to report on attitudes about topics such as water usage, consumer choice, technology use, music or celebrities, and reporting on findings
* locating data within a text, for example, locating data about career aspirations for Italian youth, and organising the data in a graph, *il 15% degli intervistati vorrebbe diventare ingegnere informatico/ programmatore/ attore/ cantante*
* listening to or reading a First Nations Australian’s stories and discussing their opinions and ideas, and, in Italian, presenting their personal profile to the class
* researching, recording and synthesising information from texts (television programs, reports, interviews, video clips, documentaries, graffiti and social networks, tables, concept maps, webbing and charts, etc.) to organise and order information and inform others of findings
* reporting on current events and topics related to personal worlds, through reports, summaries, biographies or journal entries, for example, presenting a profile of a favourite artist or a famous person; or reporting the findings of a survey, such as languages spoken at home in Australia *Il documentario … presenta la storia di …, L’articolo parla di …, rappresenta il punto di vista di …, Lo scrittore pensa …; La maggior part di/la minor parte di/il 20 per cento delle persone+verb …; Entrambi, tutti/pochi studiano ogni sera; A differenza di, però; Il dépliant australiano sottolinea di più …*
* connecting and presenting information showing varying perspectives (child/adult, Australian/Italian, insider/outsider, rural/urban, etc.) using present, past and future tenses as appropriate, for example, *L'importanza degli spazi pubblici per la vita sociale; La piazza il cuore della città/ il centro commerciale; la passegiata e la domenica italiana; slowfood vs fastfood; la cura dell’ambiente e il riciclaggio; il senso civico; i mammoni;* Made in Italy- Made in Australia, milestone birthdays, such as 18 and 21
* analysing and using tone, gesture and body language to interpret/support making meaning, for example, viewing gestures in action and writing a bilingual script for a video
 |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LIT10EC05 | * translating and discussing idiomatic expressions in both Italian and English, for example, *Non vedo l’ora*! (I can’t wait!), *Era ora!* (finally! it was about time!), *Lasciami stare!* (leave me alone!), *Ma dai!* (come on!), *Tocca ferro* (touch wood)
* exploring, expanding and consolidating word usage using online applications relating to idioms, proverbs, sayings and set phrases
* comparing different translations of the same message in Italian and English, for example, *Devo scappare/andare/correre* can be translated as “I must/have to run/go” or “I got to run/go”
* analysing the appropriateness of language choices for a given context and purpose according to age, relationship and gender, for example, the context of use for phrases such as *non mi va as* compared to *non mi piace*
* comparing different translations of a text, including versions created by online translators, and discussing any issues that emerge
* using print and digital dictionaries, selecting appropriate meaning from alternatives provided and comparing translations with peers, explaining cultural references and expressions such as *fuori* (literally ‘outside’; ‘out of your mind’) or *su di giri* (literally ‘revved up’; ‘excitable, elated’) and any aspects ‘lost in translation’
* translating texts (public signs, etc.) and explaining choices in different renderings such as *Non calpestare l’erba* (Keep off the grass, Don’t walk on the lawn, Don’t trample the grass)
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| **Sub-strand: Creating text in Italian** |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LIT10EC06 | * creating a different version of a well-known story, changing aspects such as the location, time setting, or developing an alternative ending and publishing it in the school magazine
* writing poems, letters or emails to characters from a story or film that have left a significant impression
* entertaining others by creating texts expressing real or imagined experiences, ideas and emotions, for example, a rap about being young, a video about a fictional school, a cartoon about a real or fictitious hero, or a short story about an inanimate object coming to life
* writing a journal entry, or contributing to a school newsletter in Italian reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site
* creating a video or a role-play to demonstrate the use of idiomatic expressions in context such as chatting with a friend – *in gamba! Figurati! Permesso* ...; a teacher leading an excursion –*Non farmi fare brutta figura! Gambe in spalla!;* explaining what is wrong with you – *Ho sete, ho una fame da lupi*.
* writing to the editor of a print or online newspaper about an important issue, justifying personal opinions
* promoting awareness of a particular issue, event or behaviour, such as recycling, conservation, sustainability, healthy food choices, sport and fitness options, by creating a poster, blog or advertisement
* encouraging people to choose a specific location for a future trip by writing an account of your last holiday there, using persuasive language and imagery
* sharing a personal profile or biography with classmates, including memories from childhood, future aspirations and plans and reflections about learning Italian
* making a ‘pros and cons’ list for continuing the study of Italian in the senior years of school
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| **Strand: Understanding language and culture** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| apply features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LIT10EU01 | * recognising the differences in pronunciation and stress of words with similar spelling, for example, *s****ù****bito, subito*
* recognising and using some common interjections, for example, *oh!, e?, cioè, ahimè, ohimè, uffa!*
* comparing and contrasting the pronunciation of similar-sounding words using text-to-speech software or the audio option in word processing programs
* recognising common cognate words in speech, for example, *organizzazione, programmare, arrivare*
* identifying and interpreting sounds and textual features and devices (onomatopoeia, repetition, simile, metaphor, etc.) and understanding how they can be used to express emotion and convey attitudes
* recognising the difference between anglicised and Italian pronunciation in words such as hamburger, *bruschetta, spaghetti, caffelatte*
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| select and use structures and features of the Italian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LIT10EU02 | * applying the rules for inclusion or omission of the article, for example, *mio padre and il mio papà; Buongiorno signora … È la signora …*
* understanding that some nouns have irregular plurals such as *la città/le città, il dito/le dita,* and some are collective nouns*,* for example*, la gente*
* understanding the function of pronouns including possessive, reflexive, demonstrative and relative
* making descriptions more precise by using comparatives and superlatives (regular and irregular), for example, *Il film è più bello del romanzo; è bellissimo*
* indicating destinations and directions by using simple or articulated prepositions, for example, *in Italia, a Roma, al parco*
* conjugating verbs indicating action in the present (including irregular verbs and reflexives) and action across time: present perfect; imperfect
* recognising and using the future and conditional tenses in modelled contexts
* understanding the use of the impersonal *si* and the function of modal verbs to indicate ability/willingness/necessity
* using compound sentences, for example, *Mi piace la pizza ma preferisco le lasagne,* and complex sentences, for example*, La città che ho visitato era bellissima.*
* using idiomatic expressions with *fare* and *avere* such as *ho fame, ho sete, avevo sete, non ho mai avuto fame come oggi, avevo fame e così' ho mangiato un panino, ho paura, ho avuto paura così non mi sono tuffato/a nell' acqua, avevo paura del buio*
* obtaining information by using appropriate interrogatives, for example, *Chi …? Quando … ? Come …?* *Perché? Quale?*
* using adverbs of time and manner, for example, *ieri, di solito*
* understanding the elements that create coherence at a whole text level (the use of cohesive devices, linked paragraphs, and sequencing of ideas, etc.), for example, *perché, quindi, siccome, dato che*
 |
| reflect on and evaluate Italian texts, using metalanguage to discuss language structures and features AC9LIT10EU03 | * developing a metalanguage for discussing ideas, issues and experiences related to intercultural communication, such as being able to discuss polite forms of pronouns and verbs in order to use appropriate forms with others, for example, *La ringrazio, arriveredLa*
* discussing grammatical structures, for example, relative clauses, relative pronouns and demonstrative adjectives, using metalanguage in order to be able to choose between *che* and *quel*
* comparing procedural, recount and persuasive texts (recipes, advertisements, weather reports, etc.) in Italian and English, and using metalanguage to describe their similarities and differences
* noticing changes in style, lexicon and grammatical structures, observing how the same facts may be communicated differently by different people in different contexts, for example, describing a school assignment, *Non sono stato/a promosso/a; Sono stato/a bocciato/a.*
* using metalanguage to discuss the differences between Italian and English ways of communicating which involve cultural dimensions, for example, so*no stato rimandato a settembre, ho la media del 7; ho fatto buca/forca; abbiamo occupato la scuola; abbiamo fatto sciopero; mangiare alla mensa; il rientro;* or the language choices in the context of respect/politeness, for example, *Mi scusi vs scusa, S'accomodi*
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LIT10EU04 | * discussing the use of dialects or language variations within the context of Italian-speaking communities, and reflecting on how these shape regional identity and group belonging
* noting changes over time in levels of formality in Italian, particularly in spoken Italian such as forms of address, for example, noting the use of *tu/Lei* compared with *voi/Loro*, in older texts and regional dialects
* examining the link between language and cultural values and practices evident in Italy, for example, the appreciation of things of beauty and style expressed by the concept of *la bella figura,* or the connotations of the concept of *mammone*
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Italian for a group of Italian-speaking visitors at a school assembly
* understanding how language and culture convey values such as respect, for example, *Cosa ne pensi? Sei d’accordo? È giusto? In Australia invece … A differenza di* …
* reflecting on being a communicator and user of Italian in a variety of social situations, for example, reflecting on the way Italian communication reflects values and beliefs such as in a retail setting it is considered rude not to greet the assistant; when entering a residence it is considered polite to say, *Permesso,* and handshaking between men and kissing on each cheek between women
* reflecting on how their identity, values and beliefs may have changed as a result of their experiences of using and learning Italian
* considering how their own and others’ identity may shift according to place and time; discussing cultural notions of ‘self’ as public or private, for example, *con la mia famiglia sono …, mentre online cerco di essere …, Quando ero piccolo ero abbastanza … ma adesso che sono più grande …,* and noticing the adjustments made when interacting with different people
* reflecting on and learning to navigate aspects of Italian language and culture such as taboo topics, personal space, and perceptions of image, and considering what is ‘acceptable’, for example, *È permesso parlare di politca/religione? Con chi? Perché no? Si fa? Non si fa.*
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