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CURRICULUM ELEMENTS

Foundation

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| **Year level description** |
| In Foundation, Italian language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Italian through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Italian language. They participate in shared listening and viewing of texts that represent Italian and Italian-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Italian texts, with support. They identify that Italian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in Italian  AC9LITF01 | * using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, *Ciao!* *Buongiorno! Arrivederci! Tanti auguri!* * introducing themselves, for example, *Come ti chiami? Mi chiamo …, e tu? Quanti anni hai? Ho cinque anni, e tu? Come stai? Bene, e tu?* * using formulaic phrases, for example, *grazie! prego, scusa, per favore, bene, buon appetito!* * naming family members and friends, for example, *mio fratello Carlo, il papà Tom* * expressing likes and dislikes, for example, *sì; no; mi piace; non mi piace* * participating in class activities and following instructions, for example, *Entrate! Sedetevi! Andiamo!* * imitating Italian speech, using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures, facial expressions and body language * participating in songs that may include actions, movement or dance * identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, drawing and tracing letters * playing games such as counting games, sorting and order games, number games, *tombola* * using simple gestures to add emphasis to expressions, for example, joining their thumb and index finger to form an ‘O’ meaning ‘thumbs up’ | |
| explore, with support, language features of Italian noticing similarities and differences between Italian and English  AC9LITF02 | * observing that written Italian uses the same letters as written English, although Italian has 21 letters while English has 26 * tracing the letters of the alphabet and imitating the sound, for example, tracing and imitating *ba be, bi, bo, bu* * participating in alphabet songs, chants, rhymes to imitate Italian pronunciation, intonation and stress, for example, stressing double letters and chanting rhymes * making connections with Italian words and phrases used in everyday life in Australia, for example, identifying food names such as *gelato, spaghetti, pasta, cappuccino, latte* * experimenting with sounds (animal sounds, etc.) used in Italian, for example, using the sounds *bau bau* (dog), *pio pio* (chicken), *gru gru* (pig) and comparing these sounds with animal sounds in English and other languages represented in the class * identifying cognates between Italian and English, for example, banana, computer * noticing when Italian or English is being used in the classroom | |
| explore connections between language and culture  AC9LITF03 | * locating Italy on a world map, understanding that Italian is the national language of Italy, and that it is spoken in Italian-speaking communities around the world * exploring the different languages spoken by class members and listening to the different sounds and ways of saying common expressions such as “Good morning”, “My name is …” * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia * noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians * observing, through visual and audiovisual resources, including video clips and photos, that members of Italian-speaking communities may do everyday things differently from themselves, such as shaking hands, kissing on cheek, and starting a meal with *Buon appetito!* * noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages, ways of celebrating or talking that may not be familiar to other people * exchanging ideas, feelings and understandings of language and culture through play-based experiences, for example, playing dress-ups, pretend cafe, Pizzeria, and market stands, and with puppets | |

Years 1–2

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| **Band level description** |
| In Years 1 and 2, Italian language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Italian language to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Italian-speaking communities in Australia, Italy and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Roman alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Italian language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Italian** | | **Years 1–2** |
| **Sub-strand: Interacting in Italian** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions  AC9LIT2C01 | * responding to classroom instructions such as *In piedi! Seduti! In cerchio! Insieme, qui! Attenzione! Non parlare!* *Silenzio! Alza la mano!* * using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, *Ciao! Salve! Buongiorno! Arrivederci! Tanti auguri! Buona Pasqua, Buon Natale* * introducing themselves and answering simple questions, for example, *Come ti chiami? Mi chiamo …, e tu? Quanti* *anni hai? Ho sette anni, e tu? Come stai? Così, così, Hai un animale domestico? Sì, ho un cane.* * describing people and belongings, using familiar formulaic expressions such as *Questo/a è … Ecco il mio pallone*, *un gelato al limone, buonissimo!* * pointing to objects named in Italian * sharing information about simple everyday actions in the present tense, for example, *Gioco a football; Mangio la pizza; Leggo il* *libro.* * expressing likes and dislikes, for example, *Sì mi piace; no, non mi piace* * indicating possession (as set phrases), for example, *la mia penna, il mio cane, il mio papà, la mia mamma* * using formulaic Italian phrases for everyday interactions (thanking, apologising, offering wishes, congratulations, etc.), for example, *Grazie mille! Prego. Mi dispiace; Auguri!* | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LIT2C02 | * contributing to guided collective activities such as labelling and illustrating a poster * working in pairs or groups to select given options relating to foods, toys or classroom items, for example, *Posso avere …? Vuoi …? Cosa* *vuoi? Voglio una pesca. E tu, cosa prendi?* *Ti piace l’orsacchiotto?* *Ecco la penna blu.* * participating in a guided role-play in a shop or at the market, for example, *Una banana per favore … ecco …; Quanto* *costa? Un gelato per favore; Ecco il gelato.* * participating in ‘show and tell’, for example, *Questa è la mia bambola. Si chiama Teresa; Questo è il mio camion. È* *grande.* * reciting and performing chants, rhymes and songs, adding music and actions to support meaning in their own performances, for example, the *farfallina* rhyme: *Farfallina bella bianca, vola vola e mai si stanca, vola vola sempre in su, farfallina non c’è più, resti fuori proprio tu.* * playing games such as counting games, sorting and order games, number games, *tombola, ruba bandiera, bocce* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LIT2C03 | * miming, drawing, onscreen pointing, clicking or dragging to show understanding of key points in a range of spoken, written and multimodal texts * identifying the main idea or an event based on images, for example, *la festa, la scuola, lo zoo, la spiaggia, l’estate* * responding to texts by sequencing pictures and simple text in the order that events occurred * recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Italian, and the language(s) they speak at home * recognising phrases from classroom routines, images and labels, word walls such as days of the week, subjects, rules, labels, weather, seasons and dates * retelling a story or information by creating a storyboard * responding to games or songs with actions or miming, for example, *Testa, spalla, ginocchia e piedi* * using intonation and visual cues such as gestures and facial expressions, images, contextual clues to assist understanding meaning in context * identifying words in a variety of texts by matching images with words | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LIT2C04 | * noticing language associated with interactions such as the use of first names in Australian or American English compared with the use of titles and family names in Italian, for example, *Professor/Professoressa* with teacher and *Signor/Signora* with adults * differentiating between formal and familiar language using *Buongiorno, ArrivederLa* with the teacher and *Ciao* with classmates * noticing that teacher uses familiar form with students and students use formal form with teacher, for example, *tu/Lei* * collecting English words that are the same in Italian, for example, banana, pyjamas, picnic, and Italian words used in English *pizza, ciao, spaghetti, gelato,* and creating a picture dictionary or word wall * using formulaic phrases to show politeness, for example, *Grazie! Prego. Scusa. Per favore. Bene. Molto bene*. *Perché? Buon appetito!* * noticing formalities in Italy such as handshakes or standing up to greet a visitor to the classroom * noticing gestures, facial expressions and intonation patterns that accompany some expressions in Italian, for example, shrugs or exclamations with the expressions *Boh! Mamma mia!* | |
| **Sub-strand: Creating text in Italian** | | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LIT2C05 | * giving descriptive information using simple structures, for example, *È la mia mamma. La mia mamma è alta. È il* *cane. È carino.* * describing aspects of their immediate world by drawing and writing captions for people *Ecco il papà/mio fratello*, *Mario è il mio amico*; family celebrations *Oggi è il compleanno di ... Tanti auguri!;* and places *La casa di Tina è grande.* * illustrating a shared class big book and presenting with gestures, miming the story, for example, *È un uccello. È verde. L’uccello vola. La farfalla è gialla. La rana è* *verde. La zebra è bianca e nera.* * matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia * sharing feelings about a book/video clip by participating in simple ‘reviews’, writing their names under one of the following statements: *Mi piace; Mi piace molto*; *Non mi piace* * choosing from words, phrases and sentences provided to express ideas, for example*, È Marco. È grande. È bravo.* * answering simple questions with short formulaic spoken and written responses, for example, *Quanti anni hai? Hai* *un animale domestico?* * naming family members and friends using flashcards, word lists, posters, photos and multimedia slides, for example, *mio fratello Carlo; la mia amica del cuore, Gina* * sequencing pictures, with support, to describe events | |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and imitate the sounds and rhythms of Italian  AC9LIT2U01 | * imitating the pronunciation of the 21 letters of the Italian alphabet * reproducing Italian sounds and intonation patterns through imitation, and reciting nursery rhymes, tongue twisters and songs * imitating Italian speech using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures, facial expressions and body language * practising rolling ‘r’ by reciting rhymes and chants * comparing vowel sounds in Italian and English * recognising ‘c’ as in *ciao* sounds like ‘ch’ in English and that ‘ch’ as in *chi* sounds like a ‘k’ in English * observing that words which stress the final letter have an accent on that letter, for example, *papà, città* * noticing syllable patterns in words such as *la/sa/gna; pa/ta/ta* * acknowledging that rising intonation denotes a question * noticing that Italian is a phonetic language and is written as it sounds * comparing similarities and differences in pronunciation of cognates with English, for example, *università, animale,* *appartamento* * recognising that there are different dialects spoken in Italy and variations of accents in Italian-speaking communities in the diaspora | |
| recognise that the Roman alphabet is used to construct meaning in texts in Italian  AC9LIT2U02 | * copying and tracing the Italian alphabet * identifying that the letters ‘j’, ‘k’, ‘w’, ‘x’, ‘y’ are not part of the Italian alphabet * noticing that Italian is a phonetic language and is written as it sounds * recognising that there are spelling rules in Italian that affect pronunciation, for example, *ci, ce, gi, ge/ca, co, cu ga,* *go, gu* * noticing that most words in Standard Italian end with vowels ‘*a’, ‘e’, ‘i’, ‘o’* * observing that some words which do not end with a vowel are the same in English, for example, computer, robot, yoghurt, sport * observing that days of the week and months of the year are written with lower case letters * recognising singular and plural forms * noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, *la penna rossa* * using pronouns to identify people, for example, *io, tu, lui, lei, noi, voi, loro* * recognising formulaic use of the verbs *essere* and *avere* when used to give personal information about state or identity, for example, *Ho due fratelli, Sono basso, Ho 6 anni, Ho gli occhi verdi, sono alto.* * learning the structure of simple statements and questions based on models, for example, *lo sono Anna. Non sto bene. È un gatto? Sì è un gatto.* * learning simple verbs to describe actions and using them in formulaic expressions, for example, *Guardo la* *television, Ascolto la musica, Leggo il libro.* * noticing how likes and dislikes are expressed in Italian, for example, *Ti piace fare lo sport? Mi piace* *cantare/giocare; Non mi piace nuotare.* * expressing negation, for example, *Non sono bassa, Non ho un cane.* | |
| notice that Italian has features that may be similar to or different from English  AC9LIT2U03 | * noticing that Italian words end mostly with vowels which mark gender and number, for example, *o – i* (masculine singular and plural); *a – e* (feminine singular and plural); *e – i* (masculine/feminine, singular and plural) * observing gender in patterns of naming, for example, *Paol****o****/Paol****a****, Alessand****ro****/Alessandr****a*** * noticing that Italian has definite and indefinite articles that are gender based, for example, *la casa, una casa; il giardino, un giardino; lo zoo, uno zoo* * noticing that Italian forms singular and plural differently from English * noticing some words for asking questions, for example, *Chi? Cosa? Quando?* are similar to English and do not change, and some change to denote number and gender, for example, *Quanti?* * noticing that rising intonation denotes a question | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| notice that people use language in ways that reflect cultural practices  AC9LIT2U04 | * using formal greetings *Buongiorno! Buonasera signor, ArrivederLa* with adults other than family and friends, and using *Ciao* or *Salve* with family and friends * recognising common Italian gestures that express likes/dislikes and feelings, for example, *Eccellente! Non lo so, Squisito!* * recognising that the Italian tradition of fare *la passeggiata* is culturally more significant than just taking a walk * exploring symbols used by First Nations Australians and those used in Italian-speaking communities in a range of contexts, for example, finding out what the symbols on flags represent * viewing images of daily life in Italy and Australia and noticing similarities and differences, for example, comparing similarities and differences in *l'autobus, il mercato, il supermercato, la fontana* * exploring the range of languages and cultures in their classroom, and creating a collage using pictures and photos of cultural celebrations and events and formulaic expressions associated with them, for example, *ferragosto, la befana – la festa del 6 gennaio* * recognising that music, dance, food, celebrations and games are connected with culture |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Italian language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Italian language to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Italian-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Italian language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Italian language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Italian** | | **Years 3–4** |
| **Sub-strand: Interacting in Italian** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate exchanges and respond to modelled questions about self, others, and the classroom environment, using formulaic expressions  AC9LIT4C01 | * participating in classroom activities by asking permission, requesting help, asking for repetition, praising and complimenting, for example, *Posso prendere/fare/avere qualcosa? Sì/no. Non è possibile. Non adesso: Come? Aiuto, per favore; Come si dice …? Non ho capito, Puὸ ripetere?* * exchanging simple spoken or written messages to praise or compliment someone, for example, *Bravo/a! Ottimo! È bello/molto bello* * exchanging personal information and responding to questions about self, family, leisure, neighbourhood, daily experiences and food, for example, *Da dove vieni? Da Torino. Sono italiano, e tu? Chi sei? Chi è …? Sono …, e tu? Lui/lei è …, … è mio padre. Questo/a è …, e questo/a? È mio fratello. Dove abiti? Abito in via … /a …, e tu?* * describing self, friends and objects with the correct placement of adjectives, for example, *Sono biondo/alto/grasso; … è bruno; … è giovane, … ha i capelli/ha gli occhi/il naso/la bocca,* or+adjective, for example*, Il nonno ha i capelli castani, è simpatico. Ha gli occhi molto grandi. La camicia è rossa/nuova/piccola.* * describing location using prepositions of place, for example, the position of objects in the home *Il vaso è sopra il* *tavolo; l’albero è a sinistra; l’auto è dentro il garage.* * describing routines, for example, *ieri, oggi, domani, ora, dopo; Che ore sono? Sono le … Quando? Venerdì, alle dieci mangio ..., bevo … Lunedì studio inglese.* * giving reasons for likes and dislikes, for example, *Mi piace guardare la TV. È divertente. Non mi piace studiare. È noioso.* | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LIT4C02 | * creating invitation cards or posters for a party, performance or class event, for example, *Caro…Vieni alla nostra* *festa/recita/riunione! Il giorno … Alle ore … Luogo/Presso* * participating in a real or imagined visit to a local market to buy ingredients for making an Italian dish such as *il minestrone* together * participating in ordering food at the school canteen, for example, *Io prendo un panino con il formaggio. E tu, cosa prendi?* * working in pairs or small groups to generate questions when preparing for surprise party, for example, *Quanti …? A che ora? Dov’ è la festa?* * participating in organising a shared lunch in the Italian class, discussing who will bring what, who will invite parents, for example, *Facciamo un dolce. Chi porta lo zucchero? Chi porta le mele?* * responding to a partner’s questions, for example, *Di che colore è la maglia? È rosa. Qual è il tuo/suo gioco preferito?* * following procedures and instructions together, for example, following recipes such as *una macedonia di frutta*, or making a model of an Italian garden or *piazza* * planning for a shared performance for assemblyor guests*,* for example, *Ti piace? Chi dobbiamo invitare? Facciamo un poster. Cosa facciamo? Cantiamo una canzone italiana!* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LIT4C03 | * surveying classmates and presenting findings or responding to questionnaires about likes, interests, routines and activities, for example, *Qual è il tuo libro preferito? Qual è il tuo programma televisivo preferito?* * tabulating the results of a survey and presenting information in various forms (class profiles, birthday charts, etc.) or summaries of findings *(Dieci bambini giocano a tennis e tre a basket)* etc. * reading print and digital profiles and other information about children from different cultural contexts, and listing similarities and differences in routines * learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Italian * accessing texts about food and categorising information, for example, *cibi sani e cibi poco sani* * asking and responding to questions that address information (participants, characteristics of a person, dates, times and locations of events of interest to the class, etc.), for example, *Quando?* *la domenica; il dieci giugno; Quanti anni ha? Ha trentasette* *anni; Come è fisicamente? È alto e forte; È grandissima; Ha due ali; Dove abita? Abita a Milano.* | |
| develop strategies to comprehend and adjust Italian language in familiar contexts to convey cultural meaning  AC9LIT4C04 | * listening to, reading and viewing sentences and paragraphs in their entirety to predict meaning of unknown words and expressions * learning to use print and digital dictionaries to find unknown words in texts to assist comprehension * collecting and using Italian words and expressions that do not translate easily into English, for example, *Buon appetito! Altrettanto!* * compiling a glossary or word bank of common Italian expressions and idioms that convey Italian cultural practices * creating a word bank of commonly used words, phrases or sentences, for example, questions, idiomatic expressions, responses, and devising simple activities that involve alternating or combining repeated words or phrases in Italian and English * experiencing different types of children’s texts, for example, *Lo Zecchino d’Oro*, video clips on *Suonolandia* appreciating the elements of humour and drama, use of sound effects, and facial expressions; and responding to the characters and events depicted in the texts, for example, *È strano, È buffo. La storia parla di …,* *La canzone parla di ...* * using multimodal resources to build vocabulary to describe actions or feelings, by accessing and presenting information of interest | |
| **Sub-strand: Creating text in Italian** | | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LIT4C05 | * creating short oral/digital/print presentations on topics (holidays, favourite computer games, favourite playground, etc.) using a combination of language and images such as photos, illustrations, captions and diagrams * writing messages to their favourite character in a story or children’s television program, for example, writing *Mi piace/non mi* *piace la canzone/il quadro. Il documentario è interessante.* * using mime, movement or drama to give expression to events in texts, for example, acting out scenes from a story, and taking the role of a character * creating simple descriptions in Italian and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia * presenting well known Italian stories (Pinocchio, etc.) and commenting on the characters, discussing reasons and consequences, for example, discussing *Pinocchio è disobbediente.* * using simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features, for example, *Sono australiano di origine greca. Sono bravo e sportivo. Parlo inglese e studio italiano.* * composing and illustrating simple narratives about ‘a day in the life of’ an imaginary person, animal or fictional character to share with peers * creating a story based on a set of images, for example, *Il papà si alza. Il papà mangia. Il papà parte*; matching or sequencing a set of images * creating a print or electronic brochure or infographic for the class to share information (reasons to visit Italy, the importance of playing sport or eating healthily, etc.) * making picture storybooks (print or digital versions) with captions to share with other students | |
| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases  AC9LIT4U01 | * recognising that there is the standard language called ‘Italian’ as well as many dialects spoken throughout Italy and language variations spoken in Italian-speaking communities around the world * developing pronunciation between sound blends in Italian in comparison with English, for example, ‘sc’ followed by ‘h’ or ‘i/e’ *- schiavo, piscine, pesce* * recognising that sound blends can affect meaning, for example, *scarpa/sciarpa* * recognising letter combinations such as *gn* in *lavagna* and *gnocchi*, and *gl* in *figlio* and *famiglia* * recognising the silent ‘h’ as applicable to the conjugation of the verb *avere* in the present and for borrowed words such as hockey and hotel * noticing the differences in intonation between statements, questions, exclamations and commands * understanding that an accent means that you stress that letter and may change the meaning of the word, for example, *è* and *e*, *il papà, il Papa* | |
| recognise Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LIT4U02 | * identifying the gender of nouns in the singular and plural regular form, for example, ‘*o-i'; ‘a-e’; ‘e-i'* * observing gender in patterns of names, for example, male names generally end in ‘o’ and female names end in an ‘a’, for example, *Giorgio/Giorgia* and *Marcello/Marcella* and noticing exceptions to the rule such as male names in Italian ending in ‘*a’* or ‘*e’,* for example, *Simone, Luca, Andrea,* and *Nicola* * using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, *la mano – le mani; il papà – i papa* * using the definite and indefinite articles and understanding how to specify a particular person or object, for example, *la mamma, una mamma; il quaderno, un quaderno; l’arancia, un’ arancia* * using personal pronouns in context, for example, *Chi ha finito? Io!* * recognising the different conjugations of common regular verbs in the present tense, for example, -are verbs *gioco-gioca, mangio-mangiamo* * expressing negation, for example, *voglio/non voglio* * expressing preferences and reasons for preferences, for example, *preferisco ... perché …* * using adjectives to describe characteristics or qualities of a person or object and noticing that adjectives change with gender, for example, *Chiara è italiana, Bruno è greco, Riccardo è portoghese e Marianna è irlandese, la macchina rossa, il libro rosso* * using prepositions to indicate location or direction, for example, *a casa, a Roma, in città, a sinistra, sopra il tavolo*, *sotto il banco* * using possessive adjectives to express ownership, for example, *la mia casa, la tua famiglia, il tuo cappello, mia* *nonna* * using suffixes to add nuance, for example, *-ino* (*fratellino, piccolino*) or *-etto* (*poveretto, casetta*) * creating simple sentences in the subject+verb+object pattern, and linking ideas using conjunctions such as *e* and *ma* * recognising how ideas are sequenced in simple texts by using link words such as *prima, dopo* | |
| recognise familiar Italian language features and compare with those of English, in known contexts  AC9LIT4U03 | * noticing how their own language influences expectations about Italian language, for example, seeing word order ‘back to front’, and, for example, realising where adjectives are placed in Italian *il pennarello nero* = the black marker pen * noticing some commonalities between particular text types in Italian and English, for example, discovering that greeting cards in both English and Italian have a front cover with images or photos specific to the occasion, an opening and closing address, and a written message * noticing that Italian, unlike English, uses cardinal numbers for dates except for the first of the month, for example, *il 23 marzo, il primo giugno* * recognising differences in punctuation and capitalisation rules when writing, for example, omitting capitals for days of the week, months of the year and nationalities * discussing the influence of English words on the Italian language and considering why word borrowing occurs, for example, discovering English words incorporated into Italian *il tennis, i jeans, fare lo shopping, l’email* and Italian words incorporated into English espresso, bellissimo * identifying cognates, for example, nouns such as *cioccolata, cinema, pera, parco* and *stazione*; adjectives such as *intelligente* and *interessante*; and verbs such as *arrivare, studiare, telefonare and visitare* * beginning to develop a metalanguage for talking about language | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| identify connections between Italian language and cultural practices  AC9LIT4U04 | * explaining the practices contained in texts to someone unfamiliar with Italian, for example, *alla mensa scolastica; le vacanze estive*; *la passeggiata* * showing awareness that some cultural expressions have no equivalent in the English language, for example, *Buon onomastico, La Pasquetta, Ferragosto, Carnevale, Santo Stefano, Il Presepe* * recognising similarities and differences between the meaning of signs and symbols in everyday life, for example, using Roman numerals, currency, toilet signs, and street signs such as *Senso Unico and Zona Pedonale* * exploring representations of information, such as symbols used in cultural expressions of First Nations Australians, and making connections with those of Italian language and culture * observing language used across generations such as noticing differences in words used by grandparents, parents and young people, and suggesting why these differences occur * observing the connection between some names and regional and family connections or religions |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Italian language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Italian language to exchange information and ideas relating to their interests, school and local environment, and engage with Italian-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Italian language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment. They use appropriate sound combinations, intonation, and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian. They compare language structures and features in Italian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Italian** | | **Years 5–6** |
| **Sub-strand: Interacting in Italian** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LIT6C01 | * interacting to agree or disagree politely with others when questioning and evaluating classroom activities, for example, *(non) sono d’accordo. Anch’io! Secondo me non è vero/bello/giusto. Buon’idea!* * exchanging greeting or invitation cards for significant occasions such as, *il compleanno, l’onomastico* * asking and responding to questions that elicit personal information about themselves and others, for example, *Da dove vieni? Vengo da Melbourne. Sei australiana? No, non sono australiana, sono cinese. Sono di origine greca. Quanti siete in famiglia? In famiglia siamo in sei. È/non è interessante … Che bello!* * expressing feelings (about a singer, sports figure, etc.), for example, *È simpatico e bravo, mi piace tanto. Vorrei ... Mi piacerebbe …* * talking about the local environment and expressing opinions and preferences, for example, *Qui c’è molto verde. A/In … c’è tanto inquinamento; Mi piace il caldo. Mi piace/non mi piace la musica rock/pop/classica* … * responding to an email from a penfriend who speaks Italian or who is also learning Italian * asking and responding to questions about personal preferences, for example, *Quale materia ti piace? Mi piace … /No, non mi piace …, È facile/È difficile. Quale sport fai? E tu? Bravissimo! Eccezionale!* * describing a person’s physical state, for example, *Ha fame/sete/freddo/caldo; Ho mal di* … *Sono stanco/sono* *rilassato* * asking and giving directions to places in the local area or an imagined locality, using print or digital maps * participating in a school blog with other students learning Italian to exchange experiences of learning Italian or ask for assistance from older students, and providing advice to younger students learning Italian | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LIT6C02 | * planning and organising activities, using expressions related to place, time and numbers, for example, *Dove facciamo la festa? Quando? Quante persone invitiamo?* * participating in role-plays that involve transactions and opinions, for example, *È bellissimo. È di moda*, asking the *Quanto costa? È troppo caro/costoso. Quanto viene? C’è lo sconto? Che cosa ne pensi? Secondo me, è … Trovo … un po’ …* * participating in taking action in relation to care of the environment, or class rules and routines, for example, *Butta la carta nel contenitore giallo. Aiuta i bambini della prima ad attraversare la strada. Voi due, create il poster.* * exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, *Cosa vuoi/volete fare? Quando? A che ora? Dove c’incontriamo? È lontano?* * planning and organising a performance item for school assembly showcasing what they have learnt in their Italian class, allocating roles and negotiating class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, *Chi vuole cantare? Ti va di ...? Preferisci …? Io non voglio …* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LIT6C03 | * surveying classmates on specific topics and presenting the findings using tables, concept maps, graphs and digital presentations, making comparisons with children’s lifestyles in Italy, for example, *Chi? Dove? Quando? Perché? Che cosa?* * researching topics (leisure, recycling, the water cycle, the solar system, geographical features of Italy, etc.) using a range of sources, (magazine articles, books, websites, etc.) and organising and sharing the information in print or digital format * reorganising information, for example, rearranging information using tables, concept maps and retrieval charts * listening to, or viewing First Nations Australian author’s stories and responding to them using words, formulaic expressions and modelled sentences in Italian * viewing documentaries about Australian/Italian cities or the natural environment to complete a list of facts or to collect information to discuss and compare with peers * gathering information by interpreting a range of texts, including signs, instructions, directions and diagrams, and then participating in class discussions using this information or presenting information independently in a variety of forms, for example, using a flowchart to explain the life cycle of a butterfly, or reporting *Metà della classe … La* *maggior parte* *… Pochi … Tanti* … *Alcuni …* Q*uasi tutti …* | |
| apply strategies to interpret and convey meaning in Italian language in familiar non-verbal, spoken and written cultural contexts  AC9LIT6C04 | * using print or digital dictionaries and electronic translation tools to find the correct meaning of words and expressions within a given context, and then using them appropriately to compose their own texts * using bilingual learning resources and electronic translation tools to compose print or digital word banks or glossaries of Italian and English expressions used in formal and informal interactions * noticing that there is not always word for word equivalence when moving between English and Italian, for example, noticing language differences in advertisements, websites, shop signs *Tabacchi*, and warning signs *Vietato* *entrare!, Ė Vietato calpestare l’erba!* * comparing cultural concepts and messages expressed in stories and song lyrics and comparing how similar concepts and messages are expressed in English * collecting and organising information about an Italian cultural event from a variety of texts, using digital presentation software to share findings with peers * asking and responding to structured questions (*Chi ...? Dove ...? Cosa ...? Perché …? Quando ...?* etc*.)* using modelled language to express opinions about events and characters in texts, and to interpret, compare and evaluate the purpose of the texts and audience * gathering factual information from a range of texts, (signs, instructions, directions, menus, diagrams, websites, advertisements, weather reports, etc.) and tabulating findings using print and digital dictionaries and translation tools to ensure correct meaning in context | |
| **Sub-strand: Creating text in Italian** | | |
| create and present a range of informative and imaginative, spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LIT6C05 | * conveying information to others through different text types, for example, creating an advertisement such as *la festa* *della cioccolata di Perugia: Vuoi partecipare …? Ti piace …?* *Preferisci …? Allora vieni a …* * writing short texts (emails, letters, etc.) to friends or family members (grandparents, older significant adults, etc.) to interact and share information about aspects of their life, using the appropriate phrases to mark respect for age, gender, and/or social authority * writing and performing their own texts (songs, plays, video clips, fairy tales, etc.) and adapting patterns from familiar stories to create booklets, board games or a different version of a text based on the characters, settings and events of an Italian story such as *I Tre Orsi* and *Il Fagiolo* * producing a class print or digital poster, locating and describing in Italian, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia * using expressions that reflect cultural concepts, behaviours or messages when creating texts, for example, *La domenica mangiano la pizza. La famiglia fa la passeggiata in piazza; Le famiglie fanno molte cose insieme; La mia* *squadra è forte ma la tua è finita.* * demonstrating that language varies depending on how people feel, who they are interacting with, and their relationship with each other when creating texts, for example, using emotive language with friends and peers *Ma dai! Non ci credo! Che barba*!, more formal language with unknown adults *Scusi? Per cortesia*, and a range of salutations with varying degrees of formality in written communication *Tanti cari bacioni/Un grande abbraccio/Distinti saluti* * creating a storyboard exploring the sequence of events in a series of interrelated short stories * composing and performing a series of short plays or skits about topics of interest, using digital media to share with peers or Italian-speaking contacts * creating a multimodal presentation (digital travel brochure, video guide, etc.) to share interesting facts about Italian geography, places to visit, and things to do and see * producing cards for a range of events, for example, making an invitation, congratulation card or thank you letter or composing the text for accepting or refusing an invitation * writing a diary entry about various experiences regarding learning Italian, for example, *Sono fiero perché … Gli italiani in Australia amano ... Mia nonna è contenta quando … lo sono contento di parlare … Sono timido … Non parlo … Ho imparato … Ho visto … Sono sorpreso di scoprire .*.. | |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LIT6U01 | * learning to pronounce double consonants such as *la ma****tt****ina, il ca****pp****ello, la pia****zz****a, fa fre****dd****o* * understanding that not pronouncing double consonants in Italian affects meaning, for example, c*a****p****ello/ca****pp****ello; pa****l****a/pa****ll****a; ca****s****a/ca****ss****a; po****l****o/po****ll****o* * learning to pronounce *z* (z) and ‘*zz’* (ts) sounds * recognising that Italian usually stresses the penultimate syllable, for example, *stu****di****are, fran****ce****se, intelli****ge****nte;* and that there are exceptions to the rule, for example, *me****cca****nico,* ***su****bito, dif****fi****cile* * understanding that letter combinations affect pronunciation, for example, *Sci/e* is pronounced ‘sh’; *sca, sco,scu*; are pronounced ‘sk’; and can also affect meaning, for example, **sci**arpa/**sca**rpa * learning to pronounce dipthongs in Italian, for example, *buono, chiuso, ieri, ciao, più* * understanding that there are both grave and acute accents in Italian, for example, ***è,*** *perch****é***, citt**à** and accents on the last letter of a word indicate where the stress falls when saying the word; and learning to insert accents into their work electronically | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LIT6U02 | * using both regular and irregular plural nouns, for example, *un ginocchio/due ginocchia* * using suffixes to modify Italian nouns and adjectives, for example, *treno/trenino, casa/casetta, parola/parolaccia,* *bravo/bravissimo, fratello/fratellino, povero/poverino* * expressing positive and negative preferences using adverbs to intensify the meaning, for example, *Mi piace molto la* *cioccolata; Non mi piace tanto ballare.* * recognising the position of adverbs in sentences, for example, *Non vado mai al cinema; Cammino lentamente.* * formulating questions and requests, for example, *Che ora è? Pronto, chi parla? Quando comincia la scuola? Dove* *andiamo stasera?* * using ordinal numbers to sequence, for example, *la seconda classe, la quinta, la terza aula* * using simple conjunctions to sequence events and join sentences, for example, *perché, anche* * using the present tense of regular, some irregular verbs, and immediate future tense to present situations and events, for example, using *avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare* in sentences such as *Andrea va a casa alle sei. Anna ha due fratelli. Vado al cinema domani.* * using reflexive verbs and simple past tense in formulaic expressions, for example, *Mi alzo alle sette. Sono andato/a* *al cinema.* * understanding that some adjectives precede the noun, for example, *bello – Che bella giornata!* * learning the structure for telling the time in Italian, for example, *Che ora è? Che ore sono? È l’una. Sone le quattro e mezzo/a. Sone le undici meno un quarto.* | |
| compare some Italian language structures and features with those of English, using some familiar metalanguage  AC9LIT6U03 | * talking about grammar, using terms such as ‘tense’ and ‘personal pronoun’, identifying language elements, and using metalanguage to discuss how they are used * applying intercultural awareness when using metalanguage to explain to others learnt words and expressions, for example, applying practices relating to hospitality *S’accomodi!* *Grazie per l’invito … Volentieri! Certo! Come no!* * explaining in English the meaning of culturally significant phrases and concepts encountered in everyday interactions and in signs such as *È vietato calpestare l’erba, È vietato attraversare i binari.* * interpreting the meaning of particular word choices and gestures made in conversations between speakers of Italian, for example, explaining the use of idioms such as *Diamoci del tu! Dai! Via! Evviva! Non vedo l’ora!* * discussing the differences in register when using language in different contexts, for example, when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor * developing metalanguage to describe patterns, grammatical rules and variations in language structure | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LIT6U04 | * listening to or viewing short skits of Italians speaking to develop an awareness of different dialects and language variations spoken in Italy and used in Italian-speaking communities in Italy and in the diaspora, for example, observing and listening to the accents of Italians from different regions in Italy or different Italian-speaking communities in the world and noticing the use of gestures * comparing language use in similar social situations in Italian and English * exploring with the teacher aspects of Italian culture that may create comfort/discomfort with the ideas and language used by others such as *farsi il bidet* * exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of Italian-speaking people or communities * recognising experiences of the Italian language and culture being located in and intertwined with the language and culture of English speakers in Australia, for example, in shop signs *Barbiere, Panificio, Macelleria, Farmacia, Moda, Cibo, Fiori, Assaggio* * comparing words that they have heard in their home and/or community to words learnt in class and noticing that there are different dialects in Italian, for example, observing that *bambino* in Italian is equivalent to *picciriddu* in Sicilian dialect * discussing some generalisations about Italian and Australian people and reflecting on their own experiences * comparing their own ways of using language with those of peers, thinking about how family and community shape identity and communication, for example, using more than one language, celebrating or expressing feelings in various ways, considering whether learning and using Italian has an impact on identity either in or out of the classroom * explaining to others the significance of some Italian cultural practices and events (greetings, mealtimes, school or family routines, etc.) and concepts and values, and recognising cultural differences in their interpretation of meaning, for example, *Qual è la differenza? Capisco ma non sono d’accordo.* | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Italian language learning builds on each student’s prior learning and experiences. Students use Italian language, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Italian and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Italian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Italian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken Italian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Italian text, using metalanguage. They reflect on how the Italian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Italian** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Italian** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LIT8C01 | * asking for, giving and following instructions, for example, *Dove sono i quaderni? Come si scrive questa frase? Cosa vuol dire …? Dov’è la casa di Luca? Devi prendere la terza strada a destra. Clicca su ‘copia’ e poi ‘incolla’.* * using register-appropriate forms of address to express and receive greetings, thanks and good wishes, and to apologise, for example, being formal with adults *Buongiorno, Signor Rossi Piacere ConoscerLa! Tantissimi Auguri. Grazie mille. Mi dispiace, non posso/sono impegnato ... Scusimi!* * recounting events, describing activities and personal experiences, for example, *Durante le vacanze sono andato/a ad Alice Springs con la mia famiglia e abbiamo anche visitato Uluru; Mi sono divertito/a alla festa di Marta ieri sera perché c'erano tanti giovani.* * sharing information and expressing opinions, preferences and feelings, via spoken and written texts, about favourite forms of entertainment, celebrities and significant figures, for example, *Ogni weekend vado al cinema con i miei cugini ma d'estate preferisco andare al mare; Gioco a pallavolo ogni sabato mattina ma preferisco giocare a volano perché secondo me è più facile; Amo il rap e il mio cantante preferito italiano è Jovanotti.* * sharing information about their neighbourhood with students from a real or imagined Italian-speaking school, using digital resources (including interactive multimedia) to describe the area in which they live, and the facilities and activities available to them after school, such as sport grounds, gyms, youth clubs, etc. * exchanging and comparing personal information (routines, experiences, etc.) using *essere, avere* and other common verbs, including reflexive verbs, for example, *Ogni mattina mi alzo alle sette ma mia sorella si alza alle otto; Di solito vado in piscina dopo scuola.* * expressing the degree of preference for activities and interests, for example, *Mi piace giocare a calcio ma non mi piace per niente suonare il pianoforte. Adoro fare shopping con gli amici. Ti piace leggere? Non mi piace per niente! La torta al cioccolato mi piace da morire.* | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LIT8C02 | * arranging a buddy Italian class to meet face-to-face or via digital tools and discussing how the interaction will be organised, for example, *Non va bene mercoledì. Ci vediamo giovedì, il 12 maggio alle 14.00? Ci chiamate voi?* *Vi chiamiamo noi.* * participating in real and imagined transactions and negotiations when shopping or ordering, demonstrating understanding of shopping etiquette in Italy, for example, *Quanto costa il biglietto per …? Preferisco viaggiare in seconda classe. Vorrei comprare questo libro. Quanto costa? I pantaloni vanno bene; La camicia è larga, c’è la taglia più piccola? Costa troppo! C’è lo sconto? /Mi fa lo sconto? Che affare!* * discussing projects as a whole class, for example, *Cosa possiamo riciclare? Come possiamo diminuire l’inquinamento intorno alla scuola? Come possiamo rendere più sicura la strada da casa a scuola?* * comparing and contrasting alternatives, agreeing or disagreeing, and accepting and declining, when deciding what to do, where to go or what to choose using formulaic and modelled language, for example, *Vuoi andare a fare bowling domenica o preferisci fare un giro in bicicletta? Mi dispiace, non posso venire perché vado al mare; Andiamo al cinema questo sabato? D'accordo! Oggi no, domani sì. Forse sì/no. Vengo dopo/più tardi/la prossima volta.* * sharing suggestions with peers to organise class events (a party, hosting a guest, giving a community performance, etc.) using modelled language, for example, *Che giorno celebriamo? Preferisci venerdì o sabato sera? Cominciamo alle 18? Chi invitiamo? Possiamo invitare tutta la classe/famiglia. A che ora dobbiamo arrivare? Che cosa mangiamo? Io posso portare i bicchieri/i piatti/le posate/i tovaglioli; Io preparo il menu/l'invito/la torta/gli addobbi ...* | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LIT8C03 | * interviewing peers about routines, practices, preferences and choices using formulaic phrases, and presenting the findings in specified formats (profile, posters, charts, timelines, etc.) using modelled phrases, for example, *Il cantante italiano è popolare, ma quello americano è meno popolare; Tanti studenti amano educazione fisica mentre pochi amano matematica; Molti ragazzi hanno il cellulare ma pochi parlano al telefono e preferiscono inviare i messaggi.* * summarising the main points of texts, deducing the meaning of some unknown words and phrases, and identifying cultural references, which contribute to the overall meaning, for example, *Mia nonna abita con noi e questo è molto comune nel mio paese.* * using a range of tools such as graphs, tables, mind maps, concept maps, charts, etc. to summarise and organise findings and present them to others * listening to, reading or viewing First Nations Australian author’s stories and responding to them in spoken or written Italian * viewing visual texts (images, television programs, advertisements, cartoons, YouTube clips, etc.) to identify key information including cultural references/representations or the order in which they appear, for example, *Nella pubblicità vedo ... poi ...; La trasmissione parla di ...; La nonna nella pubblicità indossa il nero; La bambina mangia la Nutella per colazione; È uno stereotipo.* * comparing Italian travel brochures and itineraries, identifying aspects such as transport arrangements, costs, places of interest and accommodation options, for example, using formulaic sentence structures to advise visitors, or plan an itinerary for a particular group of visitors such as a school group or exchange students, for example, *Si può andare a …; l’autobus è più costoso/economico; costa meno/poco/troppo …; Puoi/Possiamo/Potete vedere/visitare/ ammirare/assaggiare ...* * responding to the key ideas of a text (story, film, poem, etc.) by giving a personal opinion, describing pros and cons, or expressing perspectives about the topic, characters, themes and views expressed, and comparing students’ responses to the same text to consider differing perspectives, for example, *Secondo me è importante mangiare sano perché …* *ma qualche volta …; Sono/Non sono d’accordo con …* | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Italian language in familiar and some unfamiliar cultural contexts  AC9LIT8C04 | * interpreting signs, text, messages, and advertisements in Italian and identifying language structures and features that are not easily translated and may cause misunderstandings, and writing simple explanations of meaning * using bilingual dictionaries and electronic translation tools to compose bilingual texts such as captions, menus or school timetables, comparing results and noticing any problems associated with translation * listening to authentic Italian texts such as podcasts, Italian radio, television shows and advertisements to identify different types of language for different audiences, and collating their findings in a visual presentation * comparing messages in texts from different eras, such as fairy tales, graphic novels, video clips, and traditional fables, and identifying themes and representations * presenting findings related to the investigation of a social or cultural issue, such as *La moda* and *Fare bella figura*, and summarising opinions and attitudes collected from surveys, interviews and media sources * translating short phrases or texts, noting culture-specific words and phrases, and discussing alternatives, noting equivalence or non-equivalence, for example, *fare la passeggiata, fare capricci;* showing alternative uses for idiomatic expressions, for example, *la pizza capricciosa,* and using them appropriately when creating texts * analysing the meaning and use of idioms and sayings, for example, *Che barba! Che schifo! Meno male! Meglio così! Bello da morire! A chi lo dici! Boh! A quattr'occhi; Fare due passi; Fare quattro chiacchiere*; and considering equivalents in English and other languages * reviewing and responding to aspects of cultural practices that are represented in authentic texts (advertisements, brochures, menus, etc.) to discuss the cultural differences that are evident, noting the reactions of class members to these differences * creating, individually as well as collaboratively, bilingual resources such as glossaries, signage, recipes, children’s stories, factual reports, timelines or brochures | |

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| **Sub-strand: Creating text in Italian** | |
| create and present spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LIT8C05 | * using appropriate digital tools to create and present an informative oral or written history of a significant older Italian person in the community * creating and/or performing their own spoken, written or multimodal texts which reflect Italian cultural behaviours, attitudes and social conventions, for example, writing the script and creating a video recording to introduce aspects of family life, school life, local community life, and comparing their own texts to others’, for example, *Prima di entrare in aula, chiedo permesso; Prima di entrare in casa, mi levo le scarpe; Prima di mangiare, dico buon appetit*o; *Prima di andare a letto, dico buonanotte a tutti.* * composing a skit or short film with subtitles, depicting an aspect of contemporary teenage life from an Italian or Australian perspective * 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 * creating an advertisement or poster to persuade a specific audience using imperative form, for example, *Non rovinare la nostra scuola! Metti i rifiuti nei bidoni, non sotto i piedi! Non aspettate! Fatelo subito!* * designing cartoons, picture stories, plays or big books appropriate for different audiences, using repetitive sentence structures and vocabulary, for example, *Di chi è questa coda? È della mucca!* * describing events occurring in the present and past, and considering that Italian and English express concepts across time in different ways * designing a digital poster or electronic brochure to advertise a social event in their local community related to lifestyles, social and cultural events or environmental issues * making entries in a journal about their experience learning Italian, recording significant events and milestones, and describing their progress and how they have arrived at the decision to go on an exchange to Italy * applying the main features of familiar text types in Italian when writing a letter, email, description, narrative or report in Italian * taking note of ‘false friends’ when creating texts, for example, noting that the English word ‘annoyed’ does not translate to ‘*annoiato*’ in Italian |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of conventions of spoken Italian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LIT8U01 | * examining differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and applying to own work, for example, *famiglie, gnocchi, chiese, barche, chiavi, cena; sono* and *sonno; vale* and *valle; felicità, capacità* * recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotions, for example, *Vai a casa? Va’ a casa! Oh! E? Ahimè!* * recognising that language use changes according to the text type and modality, for example, comparing emails and letters, written notes and SMS, diary and interactive webpages to spoken language, and identifying differences in the use of language * identifying and comparing the features of language that distinguish the purpose for which it is used and the age and gender of the audience, for example, the difference between saying *Non mi piace* and *Non mi piace per niente* * recognising the importance of placement of stress on correct syllable for pronunciation of words that have similar spelling but different meaning, for example, *s****u****bito/sub****i****to;* ***a****ncora/anc****o****ra; l****e****ggere/legg****e****re; perd****o****no/p****e****rdono* * identifying the way in which the choice of vocabulary and grammar relates to variables such as age, social status, relationship and situation in both spoken and written language | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LIT8U02 | * using affixes for emphasis such as suffixes –*ino/a, -issimo/a, -etto/a*, -astro/a, for example, *grande-grandissimo, piccolo-piccolino, casa-casetta, figlio-figliastro and figlia-figliastra*, and prefixes such as *pro-* and *bis*-, for example, *prozio* and *bisnonno* * extending knowledge of noun+adjective word order and rationale for different order * using direct object pronouns with the present tense * understanding that some prepositions such as a*, di, da, in, su* combine with the article, for example, *a+il=al, di+la=della, da+l’=dall’, in+lo=nello, su+i=sui* and some prepositions such as *tra, per* do not combine * using a range of adverbs to qualify verbs, for example*, proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo, non … né … né …* * using more complex negative constructions including the double negative, for example, *Non vado mai in centro. Non c’è niente/nessuno* * consolidating conjugation skills of regular verbs in the present tense, present perfect tense and of high-frequency reflexive verbs and irregular verbs to express action in time * recognising and using the imperfect tense in modelled structures, for example, *mi ricordo quando ero piccolo(a) …; Avevo 13 anni quando …* * recognising and understanding the use of the impersonal *si, Si parla italiano in questa farmacia.* * understanding how to use modal verb forms to express possibility, obligation, ability, likelihood and permission | |
| reflect on similarities and differences between Italian and English language structures and features, using metalanguage  AC9LIT8U03 | * discussing language features and word order and similarities and differences between Italian and English, using relevant metalanguage such as ‘verbs’, ‘adjectives’, ‘nouns’ and ‘pronouns’ * noticing differences in modality and politeness between Italian and English, for example, *posso Vs potrei; devo Vs dovrei* * describing and applying the main features of familiar text types in Italian, for example, letter, email, description, narrative, report * observing that texts are constructed for a variety of purposes (to request, to instruct, to invite, to describe, etc.) and for a variety of audiences such as child/adult, known/unknown people * comparing aspects of Italian texts with the way similar issues are portrayed in English language texts * noticing when and how hybrid forms are used in Italian and English, for example, use of numbers, mathematical symbols, single letters and acronyms to replace words in SMS messaging, such as TVTB (*ti voglio tanto ben*e), 6 (*sei*), x *(per*) * reflecting on the impact of the media on the Italian language by analysing headlines, advertisements and news reports, and comparing these with texts in English (comparisons of vocabulary or syntax, etc.) noticing how English is modifying Italian in particular spheres, for example, language used in the entertainment industry, in movies and television series; and language used to express contemporary concepts (match, hardware, fast food, acquagym, relax, weekend, budget, fiction) * reflecting on cognates and borrowed/loan words in both Italian and English that have come from other languages such as Latin and Greek, for example, agenda, census, via, metafora, stigma | |
| **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  AC9LIT8U04 | * reflecting on how their own cultural etiquette may be interpreted when interacting with Italian people, noticing their own body language and gestures, for example, understanding how the Australian tendency to be informal with people of all ages may be misinterpreted * understanding the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example, *Cin cin! Salute! Buon onomastico!* * discussing culturally significant concepts encountered in texts, for example, *Fare bella figura. Fare brutta figura. Andare a trovare qualcuno* and making comparisons with Australian culture * examining how 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 * observing the connection between some names and religion, regional and family connections, for example, *Maria, Giuseppe, Pasquale, Natale, Annunziata, Concetta, Addolorata; da Vinci, di Giovanni; di Paolo* * reflecting on how the study of Italian has given them an understanding of the value of communicating within and across languages, and discussing the interrelationship between Italian, English and other languages, and how this has changed their perception about who they are and how they communicate * selecting and reflecting on aspects of the Italian language and culture that could easily be adopted in Australia, and explaining the reasons for their choices * considering how one’s own ideas, practices and responses may be perceived by Italians in Italy and in Australia * sharing with peers, examples of how language reflects their beliefs, attitudes and values and how these are connected to identity | |

Years 9–10 (F–10)

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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 language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Italian locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Italian pronunciation, intonation, structures and features. 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 contribute to and extend interactions in Italian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Italian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Italian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Italian, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Italian** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Italian** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LIT10C01 | * sustaining exchanges with others by acknowledging, asking for repetition or clarification, or questioning further, for example, *Scusa/Scusi non ho capito, puoi/può ripetere, per favore? Potrebbe ascoltare, per favore? Può aiutarmi a … Mi sono dimenticato/a di …* * using contextual clues and gestures to assist in comprehending and expressing meanings during spoken conversations such as responding to facial expressions showing emotion or confusion, for example, *Ah, ora capisco! È davvero interessante. Come hai/ha detto? Eh sì! Ti capisco! Ma scherzi!* * corresponding with peers throughout the year (by phone, Skype, email, wiki, etc.) to build relationships and share views about home, school, lifestyle, leisure activities and interests, for example, *L'ultima volta abbiamo parlato di ... Questa volta voglio raccontarti ...; Che classe fai quest'anno? È più difficile quest’anno? La prossima volta ti parlerò del campeggio.* * interacting in speaking or writing with an Italian contact to seek personal information about their past, current activities and future plans, and to ask about life in Italy and the possibility of visiting in future, for example*, Cosa hai fatto a Pasqua? Cosa farai per Pasquetta? Cosa fate per festeggiare il tuo compleanno? Pensi di venire in Australia un giorno? Penso di andare in Nuova Zelanda alla fine dell'anno.* * exchanging letters, emails and videos with peers in Italy and comparing aspects of youth lifestyle, school and environment using comparisons when expressing thoughts and ideas, for example, *Cosa fate durante le vacanze estive? Come voi, anche noi andiamo verso il mare …* * interviewing class members to gauge views about aspects of daily life (school, pastimes, relationships and the local environment, etc.) and having a structured discussion as a class about the major themes and concerns that emerge, using modelled question/sentence structures, for example, *Come mai …? Perché …? Secondo te …? Forse ... pensi che …? È chiaro che …* * sharing opinions with peers about experiences, events and interests, incorporating language to express emotions and opinions such as approval, gratitude, regret, appreciation or boredom, for example, *Ti è piaciuto/a la puntata/il concerto di …? Cosa pensi di …? Preferisco … Penso che … Vorrei … Mi piace di più … Purtroppo ... Insomma! Che noia! Che rabbia! Che bello! Che peccato!* * debating pros and cons related to topics such as *adolescenti a dieta* or the *l’uso dei social media*, for example, *Sono pro/contro ... perché ... Di pro/contro c’è ...; Secondo me, è giusto che ... ma capisco che ...* | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LIT10C02 | * collaboratively planning to decide purposes, processes and roles in activities such as creating an itinerary for a visiting Italian student, for example, *Come? Vorresti vedere …? Che ne dici di …? Cosa ne pensi di …? Vogliamo …? Ti piacerebbe ...?* and asking questions to clarify intentions and seek agreement, for example, *Cosa ne pensi se …? Sei d’accordo? Va bene? Un’ idea sarebbe ...* * participating in face-to-face interactions with peers to persuade them to purchase items such as tickets, games or clothing, for example, *Questa giacca è più bella di quella; Questa è la più elegante di tutte; Ma questa costa meno; È più comoda/pratica/leggera/di moda; Ti sta bene/meglio; Ti sta a pennello.* * contributing suggestions in the context of undertaking a social project such as visiting a childcare centre or the local Italian aged-care home, for example, *Dovremo contattare il centro/scrivere una lettera agli anziani ...; Cosa possiamo fare/giocare/portare? Possiamo giocare a tombola/carte/bocce; Potremmo cantare delle canzoni italiane; Potremmo portare biscotti italiani/foto dei nonni/della scuola/degli animali domestici* * planning and making decisions with others (about an event, visit, etc.) and discussing alternatives, contributing suggestions and expressing preferences, for example, planning and addressing issues in negotiating why and where they should go during their trip to Italy, for example, *Abbiamo 20 giorni ma non possiamo vedere tutto. Quali città vuoi visitare? Secondo me dovremmo andare prima a Roma perché ci sono molti voli diretti a Roma; Secondo me dovremmo vedere Roma alla fine perché …; Sicilia è da vedere perché ...; Bisogna/propongo di fare così … Prima andiamo a …, poi ci fermiamo a … Torneremo a casa il 23 gennaio.* * inviting peers to attend a gathering or celebration, and expressing agreement, disagreement, disappointment or enthusiasm when accepting and declining offers, requests and invitations, for example, *Ti va di andare alla festa di Giorgio? T’interessa venire al concerto? Sei libero ...? Che bello! Non mi va. No posso, purtroppo devo andare dai nonni quella sera. Che delusione! Che peccato! La prossima volta!* * negotiating options and stating wants and needs, for example, *Vuoi venire da me giovedì sera? Ho bisogno di aiuto con ...; Se viene …, vengo anch’ io. Secondo te, sarebbe meglio se …?* *Conviene prendere l’autobus/venire un po' prima* * negotiating a price and understanding the appropriateness of this in different cultural contexts, for example, *In Italia al mercato è normale trattare. Pooso chiedere lo sconto in un negozio? Costa un po’ troppo, mi può fare uno* *sconto? È se ne compro due paia?* * exchanging a purchased item, for example, *Mi dispiace, ma non mi sta/non funziona bene, c’è un difetto … Vorrei cambiarlo/a; È possibile? Ho/Non trovo lo scontrino.* | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LIT10C03 | * interviewing older Italian speakers about aspects of their life when they were teenagers (their interests, daily routine practices, preferences, choices, likes, dislikes, etc.) and comparing the information with their own life in a report about ‘the pros and cons of being young: now and in the past’ * extracting details and main ideas, making judgements about their relevance and discussing contrasting points of view, for example, *I fatti presentati sono ...; L'articolo è stato scritto dal punto di vista del genitore; Le due persone non sono d'accordo perché ...* * exploring different sources to gather information about an issue, organising their findings using tools (tables, graphic organisers, charts, etc.), reporting it to others, and discussing whether the information from different sources is similar or different and offering reasons why, *Nella tabella si vede che ...; Secondo l'indagine ...; Secondo tre dottori ...; Tutti e tre articoli dicono che ...* * 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 * listening to, reading and viewing authentic texts and answering critical literacy questions in Italian and English, for example, *Chi è l’autore? Di cosa tratta? Per chi è stato scritto? Qual è il tema? Qual è lo scopo?* * summarising the message or argument of a text (advertisement, poster, article, etc.) and using evidence from the text to consider how claims are supported, for example, comparing different perspectives of the same event or a topical issue such as *i rapporti intergenerazionali, l’ambiente, le scelte alimentari, il consumo del grano transgenico, i rapporti genitori-figli* * conveying ideas drawn from different areas of learning (health and nutrition, design, biological science, etc.) to inform others, for example, *Venite! Ascoltate e provate …! Usalo/a due volte al giorno e vedrai i risultati! Mangiare molto zucchero danneggia le ossa, i denti ed il fegato. Per stare meglio, bisogna mangiare meglio ed evitare lo zucchero.* |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LIT10C04 | * interpreting and explaining the use of images, sounds, gestures and language choices to convey cultural concepts and ideals in Italian texts, for example, interpreting the didactic nature of Italian pop songs, the neorealism of Italian film, and social issues captured in graffiti * experimenting with different resources to assist in translation and find the correct meaning in context, for example, using monolingual and bilingual dictionaries, encyclopedias, electronic dictionaries and translators, comparing individual translations, back-translating, and swapping useful references * participating in classroom discussions about how meaning can be interpreted or misinterpreted by others, for example, keeping a classroom journal with examples of language used in contexts within and outside the classroom as a basis for group discussion *fare feste, fare il filo a …, a mani vuote, perdersi, spalmare, rendere pan per focaccia* * listening to, reading or viewing traditional and contemporary texts (stories, fables, films, songs, etc.) to understand how moral values and characteristics are portrayed such as being respectful, caring, clever and honest * expressing thoughts and ideas about how texts convey implicit and explicit values and beliefs that have been associated with Italian culture across generations, for example, viewing and discussing excerpts from *La vita è bella, Pane e tulipani, Pane e cioccolato*, or discussing the historical setting of the film *Caterina va in città* and the main character's attitude to life * investigating the social context in which a text was created and how this influenced the ideas and expression of the text, for example, considering the author’s background, prior or related events, and figures of importance * experimenting with literal translations of popular Italian expressions or idioms, for example, *In bocca al lupo! Crepi il lupo! Che barba!* and noticing when this creates confusion, recognising the nature of cultural elements of language and communication * finding examples of words, expressions and behaviours used in Australian English that do not translate literally into Italian, for example, ‘bush tucker’, ‘surf’s up’, and ‘schoolies’, and providing cultural explanations for Italian speakers * evaluating use of non-verbal and verbal language to communicate cultural meaning, for example, interpreting gestures used by Italian speakers to signal meanings such as *Ma dai!; Che dici!* and comparing with gestures used in Australian English and other known languages * exchanging correspondence with peers, reviewing and adapting their own contribution when the meaning is not clear, for example, providing further explanation or an alternative way of expressing an idea, *Intendo dire che* … *Sottolineo l’importanza di* … |
| **Sub-strand: Creating text in Italian** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LIT10C05 | * using models of media texts (television reports, video clips, social media, etc.) to create informative texts in spoken and written form to achieve different purposes (to persuade, entertain, inspire, etc.) such as a weather report, a sports report, a magazine article about an issue or event, or a travel brochure promoting a local region or product, for example, *Il tempo previsto per domani è … L’aspetto più interessante da capire è … Venite in Liguria! Vi aspettiamo! Cosa aspettate? Gli immigrati possono essere una grande risorsa. Le olive siciliane sono le più gustose.* * creating reflective texts, for example, creating a journal to present feelings about themes of personal or social relevance such as friendships, relationships and contemporary issues, *Non ci posso credere! Mi fa paura. Mi fa arrabbiare. Mi sorprende. Mi dà coraggio. Non sopporto la violenza. Ho un sogno … Mi piacerebbe … Condivido le opinioni/le idee di … perché …* * entertaining others by creating texts with various settings, characters, events, ideas and emotions * 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 procedural text for different audiences and purposes, for example, producing a procedural text to provide directions to find a restaurant, instructions for how to play a game, how to prepare a dish, and how to post something on social media, *Prima bisogna dare le carte: tre per ogni persona. Poi ...; Prima bisogna cliccare su ... e aprire ...* * creating bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa, for example, creating a bilingual text about what some Australians do on the Anzac Day public holiday, *La mattina di Anzac Day mi alzo quando e' ancora buio e vado ... per ricordare ... con ...* * composing a fictional diary/journal of a significant person in the Italian-speaking community in which the person reflects on past successes, future aspirations and goals and current projects * using expressions and idioms to enhance the message in texts about, for example, current social themes * designing texts such as an advertisement or magazine cover for a particular audience, making choices about images, cultural references, music and colour, and explaining reasons for their choices, for example, saying *ho scelto il blu perché è molto rilassante; ho scelto quel cantante perché è molto popolare in Italia in questo momento.* * using features of language such as lexical choices and idiomatic expressions used to achieve different purposes, for example, *Chiamaci — ti aspettiamo* (advertising)*. Batti un colpo.* * exploring the expressions and idioms used in contemporary texts (poetry, song lyrics, etc.) to explore and discuss the aspects of Italian society and culture, incorporating them appropriately to suit context, purpose and audience when creating texts |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of spoken Italian to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LIT10U01 | * demonstrating control of consonant and vowel combinations, double consonants, intonation, stress and accents when reading aloud * applying appropriate pauses, pace and expression to interpret language devices (onomatopoeia, alliteration, etc.) to convey emotion and feelings when reading out loud * stressing the correct syllable when using the imperfect tense in Italian, for example, *ascol****ta****vo, ascol****ta****vi, ascol****ta****va, ascolta****va****mo, ascolta****va****te, ascol****ta****vano* * applying correct pronunciation, intonation, rhythm and pace to assist in making meaning in interactions, and applying this knowledge to their own communication, for example, reading stories to young children and asking questions, expressing emotions, exclamations and commands | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LIT10U02 | * introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of *a, di* and *da*, for example, *Pratico il nuoto da 6 anni. Hai una faccia da schiaffi! Fatto a mano!* * using pronouns to refer to the person carrying out an action or to refer to somebody or something, for example, personal pronouns, reflexive pronouns, direct and indirect object pronouns, relative pronouns, demonstrative pronouns, possessive pronouns, and exposure to *ci/vi, ne* * using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, for example, *proprio, troppo, abbastanza, specialmente, soprattutto, spesso, quasi mai, nemmeno, neanche* * describing events across different times and choosing appropriate tenses, including present, present perfect, imperfect and future tenses, and modelled conditional and formulaic subjunctive mood * recognising the impersonal *si* in modelled and commonly used contexts, for example, *Si parla italiano.* * connecting or elaborating clauses by using conjunctions, including *siccome, invece, sebbene, nonostante, anche, dunque, quindi, cioè* * constructing compound sentences, for example, *Il film che ho visto ieri era favoloso!* * understanding that in Italian, subject pronouns may be omitted, for example, *Mia sorella è ritornata tardi/ È ritornata tardi.* * using cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken texts, for example, *Non avevo più soldi, quindi sono tornato a casa.* | |
| reflect on and evaluate Italian texts, using metalanguage to analyse language structures and features  AC9LIT10U03 | * discussing word order, tenses and verb moods using terms such as adverbs, pronouns, conditional and subjunctive, for example, forming questions using the correct terms, “How do we form the present perfect tense of a reflexive verb?”, “What is meant by the subjunctive and when is it used?" * analysing and discussing the emotional impact of text features such as the use of hyperbole and metaphors to express emotions and convey attitudes, using metalangage, for example, *Mi piace da matti/da morire! ... È una vita che aspetto! Sei una volpe! ... La Divinia Commedia è lo specchio della società medievale italiana.* * using knowledge of text types in Italian to analyse different texts such as a narrative, letter, recipe, message or report * comparing Italian and English versions of particular text types, noticing any differences and using their knowledge of text types to create texts that respect the conventions * comparing texts created for different audiences such as advertisements, brochures and signs for urban and rural communities or different regions, and noticing how the language reflects ideas and concerns that are important to different communities * analysing differences in lexis and syntax between regional uses of Standard Italian and dialect * exploring texts associated with particular subgroups in Italian communities (children, youth, women, the elderly, rappers, police, athletes, etc.) to understand how groups develop their own language and how this can influence membership * analysing degrees of formality in correspondence and dialogue to explain features of language that affect formality such as the use of the subjunctive *Qualunque cosa vuoi, non fare complimenti; Qualunque cosa Lei voglia, non faccia complimenti.* * examining the language of specific texts (protest songs, posters, graffiti, etc.) to identify ways in which language is used for social commentary * investigating the impact of media and technology on Italian, including blended forms used to express new concepts such as the influence of English in Italian media, for example, *Fra le iniziative che vale la pena ricordare, c'è la campagna di sensibilizzazione online ‘Stop Cyberbullismo’, avviata nel 2008 dal Ministero della Pubblica Istruzione.* * analysing Italian vocabulary related to art, music and cuisine and the impact that this vocabulary has had on other languages such as the use of the words *opera, chiaroscuro, allegro con brio* * exploring the dynamic nature of language, such as the influence of English in Italian, to express concepts and practices in areas such as music, technology and popular culture, for example, *cliccare, digitare, formattare, autostop, autogrill, il manager, la leader* | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LIT10U04 | * evaluating self-profiles or autobiographies in formats such as journal entries, articles, captioned photo stories, digital accounts or short films, including episodes related to the experience of learning Italian language and culture, and express how these have had an impact on their understanding, attitudes or sense of identity * analysing correspondence with Italian peers to notice the questions that are asked about lifestyle and practices in Australia, and reflecting on their own questions and the assumptions these reveal * reflecting on aspects of their own experiences of intercultural communication such as instances of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions; sharing experiences of successful interactions and communication * 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 * sharing ideas about themselves (describing memberships, special talents, explaining family traditions, etc.) and reflecting on themselves as communicators in Italian/English intercultural exchanges * considering how their identity has changed over time, based on experiences recorded in a journal throughout the school year * reflecting on how learning Italian has given them insight into the close connection between language and culture and evaluating how their own assumptions have changed * sharing family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity, for example, *Per la mia famiglia e' molto importante mangiare insieme ogni sera e mi piace perché parliamo di tutto e posso parlare della mia giornata ed esprimere le mie opinioni, così mi sento importante. Spesso parliamo di problemi e cosa possiamo fare così troviamo una soluzione insieme.* * reflecting on own experiences of the influence of language and culture, identifying experiences of inclusion or exclusion, or the marking of respect, values and attitudes * identifying specific expressions that reflect cultural concepts in different experiences and texts, for example, *sono in pausa pranzo, faccio il pisolino, Andiamo a prendere un aperitivo.* | |