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Australian Curriculum: Languages
Italian
(revised)

For public viewing

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Italian context statement

The place of the Italian language and culture in Australia

Italian, also known as Standard Italian or *italiano standard*, is the official language of Italy, the Vatican City, parts of Switzerland and San Marino; an official language of the European Union; a major community language in countries such as Australia, Luxembourg, the U.S.A, Canada, Brazil, Uruguay, Argentina and parts of Africa.

Italian is, and has been for many years, one of the major community languages in Australia.

The place of the Italian language in Australian education

Italian has been taught in Australian schools and universities since the 1930s. At this time it was offered alongside French and German as a 'language of culture'. Italian curricula borrowed a strong literary and grammatical emphasis from the precedent of Latin. Italian was an important area of academic study providing access to the rich literary, musical and artistic heritage of Italy, with less attention paid to actual communication or contemporary culture. The distance between this academic approach to Italian learning and the real–world experiences of Italian–speaking communities was considerable.

In the 1960's in addition to the presence of Italian learning in schools, the Italian community established extensive Saturday morning schools to provide Italian language learning for their children. In the 1980s Italian learning and teaching in Australia increased significantly especially in primary schools as a result of policies supporting multiculturalism and in particular the release of the National Policy on Languages (Lo Bianco, 1987) as a policy that strongly promoted linguistic and cultural pluralism Italian community organisations organised 'insertion' programs, hosted within regular day schools, supplementing the weekend and after–hours classes directly run by communities. This coincided with a new emphasis in all language teaching and learning on linking schools language learning directly to use in communities, and moving away from traditional grammar/literature-oriented to more communicatively oriented programs. The focus in these programs was on learning language for 'real' use in interaction.

The nature of Italian language learning

Italian belongs to the Romance family of languages and is well–connected to its 'sibling' languages of Spanish, Portuguese and French. It has many commonalities and connections with English, sharing many Latin–derived words and operating with the same roman alphabet. The meaning of many Italian words can be instantly recognised through their similarity to English. There are also regional dialects of Italian that are used in local contexts both in Italy and beyond. There are points of difference between Italian and English grammars, for example variations in word order, tense use, the absence of some articles and the gendering of nouns and adjectives, but overall the Italian language is not linguistically and culturally 'distant' for English-speaking learners. Phonologically, Italian is relatively accessible to the English–speaking learner. It is a mostly phonetic language, pronounced generally as it is written, which is helpful especially in the development of listening and speaking skills. There is clear emphasis on all syllables, and intonation follows regular rhythms and patterns.

As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real–life situations as well as through the Italian media in Australia and actual and virtual connections with Italian communities in Italy and beyond.

The diversity of learners of Italian

Learners of Italian in Australian schools come from a diversity of backgrounds including learners for whom this represents a first experience of learning Italian, learners who have existing connections with Italian, most directly as background Italian speakers, as second or third generation Italian–Australians, as well as learners who may have experience in a related variety or another Romance language.

The Australian Curriculum: Languages – Foundation–Year 10 Italian is pitched to second language learners, as to the dominant group of learners of the Italian language current in the Australian context. Teachers may wish to use the Italian F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments to develop the learning for these students.

Foundation to Year 10 Sequence

Foundation to Year 2

Band description

The nature of the learner

Children enter the early years with established oracy skills in one or more languages and with varying degrees of literacy. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, curiosity and enjoyment, with an emphasis on active learning and confidence building. Italian is learned in parallel with and supports English language and literacy.

Italian language learning and use

Students use Italian for social interactions such as greetings, asking and answering simple questions, responding to instructions, singing songs and taking turns in games and simple shared tasks. The focus is on listening to the sounds, shapes and patterns of Italian through activities such as rhymes, songs, clapping and action games. Repetition and recycling help children identify frequently used words and simple phrases, and to recognise the purpose and intention of simple texts. They identify and use Italian non-verbal communication strategies and experiment with formulaic expressions and one or two word responses to prompts and cues. Through creative play and action-related talk children begin to notice that language can behave differently in different situations and that Italian speakers communicate in some ways that are different from their own. Students are encouraged to notice that they are a part of a connected world, which includes many languages and cultures and they begin to become aware of themselves as communicators in particular cultural contexts and communities.

Contexts of interaction

Children interact with each other and the teacher, with some access to wider school and community members. Virtual and digital resources provide access to additional Italian language and cultural experiences, connecting learners' social worlds with those of Italian-speaking children.

Texts and resources

The transition from spoken to written language is scaffolded through shared exploration of simple texts and language features. Children progress from supported comprehension and a small number of high-frequency and personally significant sight words and phrases to more elaborated simple texts which include a context, purpose and audience. They use grapho-phonic, grammatical, cultural and contextual cues to comprehend texts and communicative interactions. Writing skills progress from labelling and copying words to writing simple texts using familiar vocabulary, language structures and features. Written texts that students' experience include children's stories, big books, descriptions, recounts, labels.

Features of Italian language use

Students focus on the sounds of the alphabet in particular the vowel sounds, 'c' (ciao) and 'ch' (Chi?), and on intonation patterns and the use of accents. Students are also introduced to nouns and pronouns. They learn simple sentence structure using subject-verb-object order and how to form questions. They explore the idea of gender, how to use singular and plural forms, the negative form 'non' and the placement of adjectives.

Level of support

Students' learning is highly experiential and activity-related and is supported by the use of concrete materials and resources, visual supports, gestures and body language. Scaffolding includes modelling, monitoring and moderating by the teacher; by provision of multiple and varied sources of input; by opportunities for revisiting, recycling and reviewing; and by continuous cues, feedback and encouragement.

The role of English

Children use English to talk about differences and similarities they notice between Italian, English and other languages and cultures represented in children's first languages ; about how they feel when they hear or use Italian; about how they view different languages and the people who speak them. They are encouraged to use Italian whenever possible, and English is used by both teacher and learners for talking about the language and about learning, for noticing, questioning and explaining.

Content descriptions and elaborations

Communicating

Socialising

2.1.   Interact with teacher and peers to greet and introduce themselves, to name and describe favourite things, friends, family members, special talents, through action related talk and play [Key concepts: self, family, friendship. Key processes: participating, playing, observing]

- using simple greetings relevant to the time of day, celebration or event and their relationship to the person, for example, *Ciao! Buongiorno! Arrivederci! Tanti auguri! Buona Pasqua. Buon Natale*

- introducing themselves, for example, *Come ti chiami? Mi chiamo…, e tu? Quanti anni hai? Ho sette anni, e tu*? *Come stai?*

- naming family members and friends, for example: *mio fratello Carlo; il papà Tom*

- understanding single words and simple phrases, indicating comprehension through actions such as pointing to an object, selecting a picture card or flashcard to demonstrate the phrase heard, matching games in digital form, for example: personal objects: *la cartella, la bambola, la palla;* school objects: *il quaderno, la matita, i colori, il banco*; toys and games: *il treno, la bicicletta*

- indicating possession (as set phrases), for example *la mia penna, il mio cane, il mio papà,mia madre*

- answering simple questions with short spoken and written responses using flashcards, word lists, posters, photos, multimedia slides, for example: *Quanti anni hai? Hai un animale?*

- talking about and describing people and belongings, using familiar formulaic expressions, for example *Questo è… /Questa è. Ecco il mio pallone*

- talking about simple actions in the present, for example : *gioco a football, mangio la pizza*

- using formulaic phrases, for example: *Grazie! Prego. Scusa. Per favore. Bene. Molto bene. Perchè? Buon appetito!*

- expressing satisfaction/dissatisfaction: *Sì; no; mi piace; non mi piace*

- copying words and reading them aloud, matching pictures and words or choosing which sentence they want to write related to a simple text, for example, about a picture of a child in a playground: *È Marco. È grande. È bravo.*

- imitating Italian speech, using Italian patterns of intonation, pronunciation, stress and incorporating appropriate gestures and body language

2.2.   *Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song [Key concepts: exchange. Key processes: sharing, deciding together]*

- contributing to collective activities such as creating a class vegetable garden, or photo display of a recent excursion/visit by labelling and illustrating

- contributing to guided, shared decisions, for example, about a classroom display, a class party, for example: *mi piace il rosso ; io porto i biscotti*

- playing their favourite games, for example, counting games, sorting and order games, number games, *tombola*

- making simple choices, based on given options, for example: *Vogliamo leggere questo libro o un altro? Giochiamo dentro o fuori?*

2.3.   *Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling [Key concepts: exchange. Key processes: exchanging, describing]*

- participating in a guided role play in a shop or at the market, for example: *una banana per favore… ecco…; un gelato per favore*

- participating in buying and selling, using *grazie, prego, quanto costa? Due Euro.*

- selecting among given options relating to foods, toys, classroom items, for example: *Posso avere …? Vuoi…? Cosa vuoi? Voglio una pesca. E tu, cosa prendi?*

2.4.   *Participate in classroom routines, games, instructions, and shared activities [Key concepts: routine, play, sharing, reward. Key processes: expressing preferences]*

- responding to classroom instructions, for example *In piedi!, Seduti! In cerchio! Insieme. Qui. Attenzione*! Ascolta… Non devi parlare; *alza la mano*

- using Italian for everyday classroom routines, for example: morning greetings or roll call, *Ciao! Presente/assente*; birthday song, *Tanti auguri*

- using simple gestures to add emphasis in expressions such as: *sì, no, bene!, cosìcosì*

- participating in class activities and following instructions for example : Siediti/Sedetevi, per favore, Apri il quaderno. Chiudi la porta, Tocca la cartella.

2.5. *Locate specific items of information in texts using early literacy skills [Key concepts: text, observation, number, meaning. Key processes: noticing, decoding, selecting]*

- participating in shared reading with the teacher, using contextual and visual clues, for example, illustrations in resources such as big books or digital books to decipher meaning

- demonstrating understanding by using early literacy skills such as labelling, naming, pointing, matching, clicking and dragging, describing, drawing, tracing and miming

- identifying words in written Italian

- responding to questions eliciting specific details about participants, size, colour, objects or events, for example : *C'è il gatto? Si/no. C'è il treno? Sì/no. È verde? Sì/no. Il treno è rosso? Sì/no. La pasta è buona? Sì/no.*

2.6. *Give factual information about known people, everyday objects, family celebrations and personal experiences [Key concepts: self, ownerships/possession, celebration. Key processes: conveying information]*

- giving descriptive information using simple structures, for example: *È la mia mamma. La mia mamma è alta. È il cane. L'uccello ha il becco.*

- giving the main idea or describing an event based on images, for example: naming what they see - *la festa, la scuola, lo zoo, la spiaggia, l'estate, il picnic*

- participating in 'show and tell': *Questa è la mia bambola. Si chiama Teresa.*

- sequencing pictures to describe events, guided by the teacher

- describing aspects of their immediate world through drawing and writing captions, such as

- people: *Ecco la mamma/mio fratello; Il mio amico* è Mario

- objects*: Ho dieci matite. La bambola si chiama Belinda*;

- family celebrations: *Oggi è il compleanno della nonna. Tanti auguri, nonna!;*

- places: *La casa di Tina è grande.*

Creating

2.7. *Participate in shared reading/viewing of short imaginative texts and respond through drawing, miming, performing, and other forms of expression [Key concepts: story, imagination, response, character. Key processes: participating, responding, predicting, performing. Key text types: narrative/story]*

- participating in shared reading and deciphering the meaning of a story using illustrations, sounds and animation in books and digital texts

- making predictions about characters and plot from the cover, from illustrations, and at various points in the text before reading on

- illustrating a shared class story: *È un uccello. È verde. L'uccello vola. La farfalla è gialla. La rana è verde. La zebra è bianca e nera.*

- sharing feelings about a book/video clip by participating in simple 'book reviews', writing their names under one of the following statements: *Mi piace; Mi piace molto; Non mi piace*

- taking on the persona of a character through play

Italian – Revised Foundation to Year 10 Sequence

- reciting and performing chants, rhymes and songs; adding music and actions to support meaning of their own performances, for example, the *farfallina* counting rhyme; *Farfallina bella bianca, vola vola e mai si stanca, vola vola sempre in sù, farfallina non c'è più; resti fuori proprio tu*

2.8. *Create stories and perform imaginary experiences [Key concepts: performance, expression. Key processes: miming, performing]*

- drawing and using captions, for example, making a big book or photostory , as guided by the teacher

- miming and performing, for example, an imagined event to entertain others

- making up rhymes and nonsense phrases in playing with the Italian language

- matching or sequencing pictures to create a story

Translating

2.9. *Share with others what they can express in Italian and explain how meanings are similar or different [Key concepts: code, translation. Key processes: comparing, explaining]*

- knowing when Italian or English is being used in the classroom

- comparing Italian and English songs and rhymes, noticing similarities and differences, for example, in numbers, in some words for family, animals and toys

- explaining to others the meanings of particular words and when they are used, for example, *ciao*

- demonstrating and explaining specific gestures used in Italian

2.10. *Create a personal or shared record of 'interesting' words in Italian [Key concepts: similarity, difference. Key processes: comparing]*

- collecting Italian and English words that are the same, for example, *pasta, banana, spaghetti,* or similar, for example, *pigiama*

- collecting Italian words used in English, for example, *ciao, opera.*

- creating a picture dictionary

Reflecting

2.11. *Begin noticing what is 'new' or 'interesting' and recognising similarities and differences between Italian and Australian cultural practices and related language use [Key concepts: self, other, respect. Key processes: noticing, identifying]*

- viewing images of home, school and neighbourhood, choosing from word lists to express reactions

- noticing, recalling and responding to teacher prompts, such as: *Cosa vedi? Cosa pensi di…?*

- noticing similarities and differences in language use in Italian and English

- expressing reactions to using Italian such as 'I like it when…' or 'That word sounds like…'

2.12. *Recognise and describe themselves in relation to others [Key concepts: family, self, identity. Key processes: connecting, drawing relationships, observing]*

- recognising self as belonging to groups, for example, my friends, my Italian class, my school, my family, my community, and noticing the different languages that are represented by friends in their class: *Sono australiano. Parlo inglese e cinese.*

- recognising own special talents and those of others.

Understanding

Systems of language

2.13. *Reproduce the sounds of the Italian language*

- learning to reproduce Italian sounds, and intonation patterns through imitation, repetition and experimentation

- pronouncing the Italian alphabet, particularly vowel sounds, rolled 'r', and the 'c' as in *ciao* and the 'ch' as in *Chi?*, noticing similarities and differences with English

- noticing that words which have accents stress the final letter, for example: *papà, città*

2.14. *Notice and use some aspects of the Italian language system including gender forms, simple sentence structures, and the placement of adjectives*

- noticing definite and indefinite articles with nouns, for example: *la casa, una casa; il giardino, un giardino*

- noticing that Italian words end mostly with vowels to mark gender and number; observing that some of the Italian words which do not end with a vowel are also used in English, for example, computer, robot, yogurt, sport

- noticing that adjectives are used to describe people, objects, or places and are usually placed after the noun, for example, *la penna rossa*

- observing gender in patterns of naming, for example, *Paolo/Paola, Alessandro/Alessandra*

- exploring how to use singular and plural forms

- understanding different words for asking questions, for example: *Chi? Quando? Quanti?*

- identifying people using pronouns, for example: *io, tu, lui, lei*

- noticing that when giving personal information the verbs *'essere'* and *'avere'* are used, for example: *Lisa è la mia amica.*

- learning simple verbs to describe actions and verbs in formulaic expressions, for example: *Mi piace contare/giocare; ti piace questo giocattolo?*

- understanding and responding to imperatives, for example: *Vieni qui!*

- learning the structure of simple statements and questions based on models, for example: *Io sono Anna. Non sto bene. È un gatto? Sì è un gatto*

2.15. *Understand that language is organised as texts*

- joining words or phrases using conjunctions, for example, *e*

- recognising features of texts such as story, letter

Language variation and change

2.16. *Recognise that different words are used in Italian to address and greet different people according to place and relationship*

- learning to choose which form of address or greeting to use, depending on gender and the relationship among participants, for example, using first names with their peers: *Ciao Isabella* but greeting the teacher with *Buongiorno signora*; using *caro/cara* in greeting cards

- learning that greetings vary according to the time of day or occasion, for example: *Buongiorno. Buonasera. Buon compleanno.*

2.17. *Recognise that Italian and English borrow words from each other*

- noticing words in Italian that are the same as English, for example: *computer, sport*

- noticing Italian words and phrases used in everyday life, for example, in the world of food: *gelato, spaghetti;* music: *opera, forte, piano,* and the arts: *fresco*

- observing that some of the Italian words which do not end with a vowel are also used in English, for example, robot, yogurt

2.18. *Understand that Italian is one of the many languages spoken in Australia*

- understanding that Italian is the national language of Italy and is spoken in Italian speaking communities around the world

- experiencing the sounds, texts and images of different languages to develop an understanding of different languages used in the Australian community

- noticing the different languages used by peers in their class.

Role of language and culture

2.19. *Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language*

- observing, for example, through video clips, photos, etc that members of Italian-speaking communities may do everyday things differently when compared to themselves, for example, shaking hands, kissing on cheek, starting a meal with *Buon appetito*

- responding to guiding questions through which they reflect on experiences within the Italian classroom, such as greeting others, school routines, family life, for example 'What do I think about this? You imagine yourself there/doing that? How do you feel about…? Is it the same or different in Italy and Australia?

- understanding that culture influence sounds such as those made by animals, for example, *bau bau* (dog), *pio pio* (chick), *gru gru* (pig)

Foundation to Year 2 Achievement Standard

By the end of Year 2 students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate without always comprehending. They respond to familiar games and routines such as questions about self and family: *Come ti chiami? Dove abiti?* and choose among options, for example in response to questions such as: *Vuoi il gelato o la caramella?* They produce learned sounds and formulaic expressions such as: *È bello! Non mi piace*, or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They rely on extensive paralinguistic and contextual support, such as pictures, gestures and props. They write descriptions, lists, labels, captions, and create picture dictionaries using familiar words and phrases selected from modelled language, for example rearranging sentence patterns such as *Ho sei anni. Sono bravo.Il gelato è buono*.

Students recognise that Italian is the national language of Italy. They understand that the Italian alphabet has twenty-one letters. They are aware that simple sentences follow a pattern and that nouns require an article and are either masculine or feminine gender. They understand that there are different ways of addressing friends, family and teachers/adults. They begin to notice patterns in Italian words and phrases and to make comparisons between Italian and English. They are aware of word borrowings and recognise that Italian words and expressions are often used in various contexts in Australia. They make observations about similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own languages and cultures, at the same time as they are learners of Italian language and culture.

Years 3 and 4

Band description

The nature of the learner

At this stage children are becoming more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Italian language learning and use

The development of oral proficiency requires rich language input in different modes and from different sources. Children develop active listening skills and respond through action-related talk. They strengthen their comprehension skills, using contextual and grammatical cues as well as phonic and non-verbal cues. The language they encounter is authentic with modification when necessary, involving familiar vocabulary and simple structures. Children are supported to use the language themselves in familiar contexts and situations: exchanging simple ideas and information; negotiating predictable activities and interactions; participating in shared tasks, performance and play. They continue to build vocabulary which can be adapted for different purposes, and to control simple grammatical forms to communicate in familiar contexts.

Contexts of interaction

The contexts in which learners interact in using and learning Italian are primarily local: the classroom, school, home and community, with some access to wider communities of Italian speakers and resources through virtual and digital technologies.

Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts (such as picture books, stories, puppet plays, songs and games) engage the expressive and cultural dimensions of language. Procedural, informational and descriptive texts (such as negotiated classroom rules, planned activities, family and class profiles) encourage students to use language to 'get things done'.

Features of Italian language use

Students experiment with pronunciation and intonation in Italian, noticing similarities and differences with other familiar languages. They focus on structures and grammatical rules such as those relating to the use of possessive pronouns, prepositions and negation. They extend their knowledge of definite and indefinite articles and gender and singular /plural forms.

As they encounter Italian language and culture they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of commonality and difference, identity, and to thinking about what it means to speak more than one language.

Level of support

Children's grammatical knowledge and accuracy in spoken and written Italian are developed both through form-focussed activities and opportunities to apply this knowledge in meaningful task activity, as they build their communicative skills, confidence and fluency. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete

tasks; make time for experimentation and drafting; and provide support for self-monitoring and reflection.

The role of English

The use of English, when appropriate, provides support opportunities for discussion and exploration of ideas which helps children to build a conceptual frame and metalanguage for talking about language and culture, and about their experiences as learners moving between languages and cultures.

Content Descriptions and Elaborations

Communicating

Socialising

4.1 Interact and socialise with teachers and peers to exchange personal information, describe people, places, things and everyday routines about self, school and home [Key concepts: routine, home. Key processes: describing, interacting, responding]

- 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/a .... , e tu?*

- describing self and friends: *Sono biondo/alto/grasso ; …è bruno; … è giovane, … ha gli occhi/il naso/la bocca* + adjective, for example: *Il nonno è simpatico*

- describing places, 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 things and routines: *La camicia è rossa/nuova/piccola. A pranzo mangio ..., bevo ...*

- describing time including days of the week and months, as well as: *ieri, oggi, domani, ora, dopo; Che ore sono? Sono le… Quando? Domani, Alle dieci.*

4.2 Participate in collaborative action in class experiences and activities [Key concepts: occasion, community. Key processes: describing, inviting]

- participating in organising a shared lunch: Who will bring what? Who will invite parents? *Facciamo un dolce. Chi porta lo zucchero? Chi porta le mele?;* a shared performance for assembly or guests; for example: *Ti piace? A chi tocca? Facciamo un poster*

- creating invitation cards to a party, to performances or class events, for example: *Caro…, sei libero…? Io vado al … Vuoi …. anche tu? Ciao, …. Sono felice di… con… il 15 aprile… Grazie! Ciao….*

- following procedures and instructions together, for example, for making recipes such as *una macedonia di frutta*; for making a model, for example, of an Italian garden or piazza

4.3 *Participate in every day transactions to obtain goods [Key concepts: need, desire. Key processes: deciding, negotiating]*

- writing a shopping list based on resources such as online supermarket catalogues and doing the shopping in a real or simulated experience

- requesting goods, for example: *Posso avere un gelato? Quanto costa?*

- participating in a visit to the local market to buy ingredients for making minestrone or participating in ordering at the counter at the school canteen, for example: *Io prendo un panino col formaggio. E tu, cosa prendi?*

4.4 *Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting [Key concepts: collaboration, school life. Key processes: negotiating, discussing, connecting]*

- asking permission, for example: *Posso? Posso prendere/fare/parlare/avere? Sì/no. Non è possibile. Non adesso*

- requesting help, for example: *Come? Aiuto, per favore. Ascolta!*

- asking how to say or write a word, for example: *Come si dice ...? Come si dice in italiano? Come si scrive ....?*

- asking for repetition, for example: *Non ho capito. Puoi ripetere?*

- praising and complimenting, for example: *Bravo/a! Ottimo! È bello/molto bello! Esatto!*

- responding to a partner's questions, for example: *Di che colore è la maglia? Qual' è il tuo/suo gioco preferito?*

- connecting with peer responses.

Informing

4.5 *Obtain and process factual information about people, routines, responsibilities and interests [Key concepts: routine, events, time. Key processes: identifying, recording, categorising, selecting]*

- surveying classmates, or responding to questionnaires about likes, interests, routines and activities and tabulating the results, for example, asking: *Ti piace ...? Mi piace/non mi piace. Qual è il tuo libro preferito? Qual è il tuo programma televisivo preferito?*; presenting information in various forms such as class profiles, birthday charts; summaries of findings, for example: *Dieci bambini giocano a tennis e tre a basket.*

- generating questions such as: *Quanti… A che ora? Dov' è la festa? A casa mia.*

- reading profiles and information about children in different world contexts in print and digital form

- ordering and categorising information, for example, *cibi dietetici e non-dietetici*

- asking and responding to questions including information such as participants, characteristics of a person, dates, times, locations of events of interest to the class, for example: *la domenica; il dieci giugno; ha trentasette anni; è alto e forte; è grandissima; ha due ali; abita a Milano*

4.6 *Give factual information about people, objects, places and events in texts, supported by graphics or illustrations [Key concepts: information, fact. Key processes: describing, presenting]*

- creating texts in oral, print or digital form to give information about:
    - people: *Ha i capelli lunghi e ricci; ha gli occhi neri; fa il farmacista; abita a Napoli;*
    - pets and animals: *Mi piace … perchè … . Mangia …, Vive …;*
    - places: describing pictures and brochures of Italian resorts and cities: *questa è Firenze; vedo il Ponte Vecchio, il fiume Arno, la cupola. E' molto bella*!;
    - events: describing a party, a school celebration: *C'è la Coca-Cola; c'è il regalo e c'è la torta..*
- creating posters to inform others of a special event
- planning and giving short presentations for example, about holidays, favourite computer games, favourite playground to report information using a combination of language and images (photos, illustrations, captions, diagrams)

Creating

4.7 *Listen to, view and read a range of imaginative texts for children and discuss messages and impressions [Key concepts: tale, drama. Key processes: viewing, reading, predicting, describing, discussing. Key text types story, children's TV programs, song, poetry, art]*

- experiencing different types of children's stories, for example: *Zecchino d'oro,* videoclips on *Suonolandia* and RAI Junior) and appreciating elements of humour and drama, use of sound effects, facial expressions, and responding to the characters and events depicted in the texts, for example: *È strano, È buffo. La storia parla di…*
- presenting the *Pinocchio* and *La Pimpa* stories and commenting on the characters, providing reasons, for example, *è disobediente*; writing messages to their favourite character in a story or children's television program, for example: *Mi piace/non mi piace la canzone/il quadro. Il documentario è interessante. Devi ascoltare. Devi studiare. Devi andare a scuola.*
- sharing feelings and ideas about the text, for example: *La storia/canzone parla di…e di ... Non mi piace...* and making connections between their own experiences and those of characters and places encountered in creative stories or images.
- experimenting with voice to animate characters and using movement/drama to give expression to events in texts, for example, acting out scenes from a story, adopting the profile of a character

4.8 *Create short, simple imaginative stories and texts for different audiences [Key concepts: character, narrative. Key processes: interacting, creating]*

- creating songs by substituting the words of a well known song, for example: *Per fare un tavolo* could become: *Per fare un cavolo, ci vuole…*
- making picture storybooks,with captions to share with younger students, including digital versions
- 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 greeting cards, for example: *Caro/Cara……Saluti da…*

Translating

4.9 Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English [Key concepts: translation, comparison. Key processes: translating, explaining]

- translating words, phrases, captions and describing how meanings may change across languages

- explaining the ideas contained in texts to someone unfamiliar with Italian, for example lunch, *alla mensa scolastica; le vacanze estive; la passeggiata.*

- *becoming familiar with using bilingual dictionaries and online translators*

4.10 Create simple bilingual texts [Key concepts: meaning, equivalence. Key processes: comparing, explaining]

- creating bilingual texts about experiences and events for different purposes and audiences, for example, school/classroom signs, captions for a class/school display of 'homes around the world'; 'classrooms around the world'; a school event

- exploring meanings between Italian and English using picture dictionaries created for self or younger learners

Reflecting

4.11 Compare experiences, noticing how these are influenced by language and culture and may or may not be expressed readily in Italian [Key concept: assumption. Key process: comparing]

- asking how their school day would change if they went to primary school in Italy; what they would find interesting about sharing a lunch with an Italian family; if an Italian child came to stay with them for Christmas, what they would consider sharing with him/her about the way their family celebrates Christmas; why they would make these choices

- reflecting upon self as an 'insider' or 'outsider' in a particular experience

- noticing the influence of important religious celebrations on childhood experiences, for example: *le lezioni settimanali di catechismo, la Prima Comunione, la Cresima* and connecting to their own experiences

- recognising similarities in the schooling system: *la maestra, l'aula, il cortile*, and the differences: *il bidello, la mensa, il giardino, le scale,* and noticing that the Italian school day is different for cultural reasons

- noticing similarities between the two cultures in main celebrations like Christmas (*l'albero di Natale*) and Easter (*l'uovo di cioccolata*), as well as differences, for example, the presence of *il presepe* at Christmas*;* at Easter, the presence of *la sorpresa dentro all'uovo di cioccolata*

- noticing how their own language use influences expectations about Italian language use, for example, seeing word order as 'back to front' [*la macchina rossa* – the red car]

- discussing distinctive, social and cultural practices such as celebrations, for example: *Santo Stefano, Ferragosto or Carnevale*

- considering messages in Italian children's stories and making comparisons with own experiences, for example Is that the same or different for me?', 'What would I do or say in that particular situation?

- considering own and others' cultural assumptions about home, school, leisure and how these may be different in an Italian context.

4.12 Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity [Key concept: membership. Key process: representing]

- describing memberships of a wider network such as a club, country, language speaking community and being a learner of Italian, using textual and visual representation

- using Italian to express aspects of personal identity such as name, nationality and languages spoken, memberships of teams/groups, interests

- considering their own perspective on experiences of Italian language and culture by considering questions such as: Am I familiar with this? Have I experienced something like this? What does this mean for me? Is this similar to or different from my experience? How? In what ways?

Understanding

Systems of language

4.13 Experiment with pronunciation and intonation and use rules of spelling

- developing pronunciation between sound blends in Italian in comparison to English, for example *sc* followed by *h or i/e: schiavo, piscine, pesce*; letter combinations such as *'gn'* in *lavagna, gnocchi* and *'gl'* in *figlio, famiglia*

- learning to recognise the silent 'h' as applicable to the verb '*avere*' and for borrowed words, for example, *hockey, hotel*

- noticing the differences in intonation between statements, questions, exclamations, commands

- understanding that an accent may change the meaning of the word, for example, *è* and *e, il papà, il Papa*

- learning to apply punctuation and capitalisation rules when writing, for example, omission of capitals with days of the week and months of the year.

4.14 Use key grammatical structures to form simple sentences including possessive pronouns, prepositions, definite and indefinite articles, gender and singular /plural forms

- identifying gender, singular and plural in the regular form

- observing gender in patterns of naming, for example *Paolo/Paola, Alessandro/Alessandra* but *Luca, Andrea, Simone* are all male names in Italian.

- using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, *la mano, il papà*

- using the definite and indefinite articles and understand how to specify a particular person or object, for example, *la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia*

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- using personal pronouns in context, for example: *Chi ha finito? Io!*

- learning to conjugate common regular verbs in the present tense, for example, *gioco, mangiano*

- expressing negation, for example: *voglio/non voglio*

- expressing preferences and reasons for preferences, for example*; mi piace....perche`*

- using cardinal numbers to tell the time, date, age; ordinal numbers such as *primo, secondo*

- using adjectives, noticing how characteristics or qualities of a person or object such as shape, colour, nationality can be modified, for example, *Chiara è italiana* and noticing that *they change with* gender, for example, *la macchina rossa, il libro rosso, la bicicletta grande, l'ippopotamo grande*

- 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 the 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, ma*

4.15 *Recognise how grammatical structures are used to form simple texts*

- creating paragraphs including descriptions, card, letter, message or email

- recognising how ideas are sequenced in simple texts, for example, *prima, dopo* noticing patterns in the organisation of texts, for example, sequence in a narrative

- noticing some commonalities between particular text-types in Italian compared to English, for example greeting cards: front cover with images or photos specific to the occasion, opening and closing address, a written message

Language variation and change

4.16 *Understand that language use varies according to age, gender and the relationship of participants and the context of use*

- noticing differences between spoken and written texts.

- choosing appropriate formal and informal language in social interactions to express greetings, farewells and good wishes, for example: *Ciao Angela / Buongiorno Signora. Come stai?/Come sta? Questo è/ti presento...piacere,*

- comparing the meaning of Italian social conventions and how they are used in different contexts,for example: *Permesso? – Avanti! Grazie. – Prego; Per favore/per piacere. Grazie! Buon appetito! A domani!*

4.17 *Understand that languages change with use over time*

- maintaining a record of loan words from English to Italian and from Italian to English, noting how borrowing relates to cultural change, for example, new terms for technologies or the

use of Italian words in English advertisements or the use of English words in Italian advertisements.

- observing language used across generations such as by noticing differences in words used by grandparents, parents and themselves and suggest why these differences occur.

4.18 Understand that Italian is spoken in a variety of forms within and outside of Italy

- recognising that that Italian is one of the widely used languages among many languages used in the Australia community

- recognising that there is the standard language called 'Italian' as well as a number of different dialects spoken throughout Italy and the Italian diaspora and that these may be used in hybrid ways

- discussing the influence of English words in the Italian language and considering why word borrowing occurs, for example *il tennis, i jeans, fare lo shopping, l'email* and how Italian words have been incorporated into English, for example, *espresso, bellissimo*

- identifying cognates, for example, nouns such as *cioccolata, cinema, pera, parco, stazione;* adjectives such as *intelligente, interessante*; verbs such as *arrivare, studiare, telefonare, visitare*

Role of language and culture

4.19 Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas

- recognising similarities and differences across languages in the meaning of signs and symbols in everyday life, for example use of Roman numerals, male/female signs, street signs such as *Senso Unico* and *Zona Pedonale*, currency, shop signs such as *Tabacchi*, warning signs like *Vietato entrare!, Non calpestare l'erba!*

- showing awareness that language carries cultural ideas that have no equivalent in English language and Australian culture, for example: *Buon onomastico*

- noticing similarities and differences between own personal experiences and people, places, events and ideas depicted in Italian print and digital texts, and sharing responses with others

- beginning to develop a metalanguage for talking about language

- making connections and comparisons between questions and responses among others in the class

- observing gender in patterns of naming, for example, *Paolo/Paola*, *Alessandro/Alessandra* and the connection between some names and regional and family connections or religion.

Years 3 and 4 Achievement Standard

By the end of year 4 students understand a range of spoken texts on familiar topics, including home life, friends, classroom activities and language. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, often by selecting among alternatives provided, using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole

idea. They talk about self, family, people, places, routine, school life, their own interests and preferences, for example*: Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.* They use short sentences, often re-organising known language to fit personal responses, such as *Giochi domani? Penso di no*. Students understand short written texts and are beginning to read independently, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Students recognise that language is used differently in different situations and contexts. They understand the importance of using appropriate language when interacting in Italian, including informal/formal language, the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They build understanding of Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree. They notice similarities and differences in the patterns of Italian language and compare these with English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They notice that there are cultural differences in ways of communicating and can describe similarities and differences in their own and other cultures.

Years 5 and 6

Band description

The nature of the learner

At this stage students are increasingly independent and enjoy working collaboratively as well as participating in competitive activities. They communicate more confidently and make connections more readily between themselves and wider contexts. Response to experience is more analytical, allowing for a reflective dimension to language learning and to referencing a different cultural framework.

Italian language learning and use

Students' pronunciation, intonation and phrasing are more confident, they access wider vocabulary resources, and use non-verbal strategies appropriately to support communication. They participate in shared tasks and purposeful language experiences as well as focussing explicitly on language structures and systems, literacy skills and cultural elements of communication.

Oracy development at this level includes active listening to a range of input from different sources and building interactional skills such as maintaining conversation, turn-taking and contributing to discussions with observations and opinions. They learn skills in 'reading' language for cultural and contextual meaning. Individual and group oral presentation and performance skills are developed through researching and organising information, rehearsing and resourcing the content of presentations, and selecting appropriate language to engage particular audiences.

Contexts of interaction

Learners use Italian with each other and the teacher for a range of purposes: exchanging information, expressing ideas and feelings, performing and responding to Italian texts and experiences. They use ICTs with each other and with peers in Italian-speaking communities, exchanging resources and information, accessing music and media resources, and contributing to class activities such as a blog or web page.

Texts and resources

Learners engage with a range of oral and written texts that are increasingly public in nature. They use cues and decoding strategies to assist comprehension and to make connections between contexts, ideas and language within and between texts. They create texts for a range of purposes and audiences, such as emails, dialogues, public signs, presentations and performances. With support they build cohesion into their Italian production in terms of both content and expression.

Features of Italian language use

Students increase their range of Italian language vocabulary, grammatical knowledge and textual knowledge. They learn how to describe present and immediate future actions, situations and events using familiar verbs. They use adverbs, adjectives and prepositions to create more interest and complexity in sentences. They develop a metalanguage to describe patterns and rules and variations in language structures.

Learners consider how language features and expressions reflect cultural values and experiences (for example language variation relating to gender, generation, status or cultural context). This leads to considering their own ways of communicating and to thinking about personal and community identities, stereotypes and perspectives reflected in language.

Level of support

While learners work more independently at this level, ongoing support, including modelling and scaffolding, is incorporated into task activity.   Ongoing feedback and review supports the interactive process of learning. While first language capabilities are more developed than learners' Italian language proficiency, learning tasks and experiences need to take account of both their L2 linguistic level and their more general cognitive and social levels of development.

The role of English

The use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability and provides opportunities for learners to share understanding and experience.

Content Descriptions and Elaborations

Communicating

Socialising

6.1   *Interact to share interests, leisure activities, feelings, opinions and preferences [Key concepts: leisure, neighbourhood. Key processes: exchanging, corresponding]*

- contributing ideas and opinions in interactions by acknowledging, replying, agreeing, and concluding, for example: *E tu? È vero. Davvero? Va bene. Non sono d'accordo. Mi dispiace ma non capisco. Allora ci vediamo dopo. Arrivederci, Giorgio, a domani! Ho dimenticato….sei molto gentile. Penso di s. Penso di no.*

- 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. Quanti siete in famiglia? In famiglia siamo in sei. È/non è interessante…Che bello!*

- writing short texts in correspondence such as emails, letters and text messages to interact with others, to invite, congratulate or thank someone

- using formal and informal greetings and forms of address when opening and closing conversations and written correspondence, for example: *Pronto, chi parla? Ciao mamma. ArrivederLa. Mio caro fratello/Carissima nonna/ Gentile signora. Bacioni/distinti saluti.*

- asking about personal preferences, for example: *Quale materia ti piace? Mi piace … / Non mi piace …, È facile/È difficile. Quale sport fai? E tu? Bravissimo! Eccezionale!*

- expressing feelings, for example, talking about a singer or a sports figure: *È simpatico e bravo, mi piace tanto. Vorrei...mi piacerebbe…*

- talking about the physical state of people, for example: *Ha fame/sete/freddo/caldo; Ho mal di … Sono stanco/sono rilassato.*

- expressing preferences, for example: *Mi piace il caldo. Non mi piace la musica rock. Mi piace la musica pop.*

- talking about the local environment and expressing opinions: *Qui c'è molto verde. A/In … c'è tanto inquinamento*

- providing options and choices, inviting, accepting or refusing: *Vuoi venire a…. ? D'accordo/No, non posso…… un'altra volta. Vuoi il CD di… o di…..? Che buon' idea!*

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6.2   Take action, make shared decisions and organise shared experiences. [Key concepts: environment, plan. Key processes: participating, reflecting]

- participating in taking action in relation to the environment, 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.*

- discussing projects as a whole class, for example: *Cosa possiamo riciclare? Come possiamo risolvere l'inquinamento intorno alla scuola? Come possiamo rendere più sicura la strada da casa a scuola?*

6.3   Participate in simple transactions such as purchasing and ordering goods and services [Key concepts: service, transaction. Key processes: transacting, exchanging, planning]

- visiting a café and participating in transactions, for example: *Buongiorno, vorrei …. per piacere. Un etto … Quanto costa? È troppo caro/costoso*

- organising a swap of toys, magazines, stickers, posters, for example , for example: , *Facciamo uno scambio di cartoline Mi dai questo/questa…. Io ti offro. Scambio le mie carte con te.*

- participating in role-plays that involve transactions and opinions, for example: *È bellissimo. È di moda Penso di + infinitive; to ask the price, for example Quanto viene? C' è lo sconto?; to request opinions, for example: Che cosa pensi? Secondo me, è… Trovo… un po'….*

6.4   Interact in classroom activities and create shared class routines [Key concepts: routine, class culture. Key processes: explaining, participating, sharing]

- interacting with a peer group in class routines, for example: *Per favore, dammi una penna blu. Come si scrive? Di chi è questo/questa? È mio/mia. È di mio fratello.*

- asking to receive things: *Per piacere, mi porti …? Sì/D'accordo/Non posso*

- asking the time: *Che ora è? Sono le … Quanto manca? 10 minuti.*

- asking where an event is taking place: *Dove si fa la festa? Dove si trova…? Dov'è…? In Italia/vicino/lontano/ al numero 6*

- participating in shared reflection on a theme, activity or experience, for example: *La musica di… è più interessante di… Secondo me….*

Informing

6.5   Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas [Key concepts: lifestyle, leisure, health/wellbeing. Key processes: selecting, researching, comparing, synthesising]

- 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? Perchè? Che cosa?*

- interpreting a range of texts, including signs, instructions, directions, diagrams; participating in class discussions or responding independently and presenting information in a variety of forms, for example, using a flowchart to explain the lifecycle of a butterfly; or reporting, for example: *Metà della classe… La maggior parte… Pochi…. Tanti…. Alcuni… quasi tutti….*

- researching topics, for example, leisure, recycling, the water cycle, the solar system, geographical features of Italy, from a range of sources including magazine articles, books, websites; ordering and sharing the information in print or digital format

- re-ordering information, for example, using tables or concept maps and retrieval charts

- viewing documentaries about Australian/Italian cities or natural environment to complete a list of facts or to collect information to discuss and compare with peers.

6.6 *Represent information appropriately for diverse audiences using a variety of modes [Key concepts: learning area concepts. Key processes: connecting, informing]*

- preparing and giving presentations on familiar, factual topics incorporating material from print and multimedia texts and class discussion, for example, a summary using the structure in response to questions such as: *Chi….? Dove....? Cosa…?Perché?/...*

- creating a video and using graphics to represent ideas; giving captions to images; labelling maps, to present ideas and information to others

- conveying information to others, for example, an advertisement such as, *la festa della cioccolata di Perugia: Vuoi partecipare…? Ti piace…? Preferisci…? Allora vieni a….*

Creating

6.7 *Give, share and compare opinions about ideas in imaginative texts [Key concepts: description, story, narrative. Key processes: comparing, reviewing. Key text types: recount, narrative, biographical description]*

- comparing cultural concepts and messages expressed in stories and song lyrics, for example: *La domenica mangiano la pizza. La famiglia fa la passeggiata in piazza*; *Le famiglie fanno molte coase insieme.*

- exploring the sequence of events in texts by creating a storyboard

- relating what they read t*o* their own lives, for example, asking what the author means by writing: La mia squadra è 'forte' ma la tua è 'finita'. and considering how important sport is in their own life

- noticing and describing commonalities and differences in experiences and ideas of particular characters and aspects of their daily life, for example in the *Bambini di tutti i colori* story, asking Are there aspects of my life which are similar to any of the characters? for example: *In Italia, il pranzo è più… Mi piace di più lo stile di vita… Anch' io… Sono d'accordo.*

6.8 *Create imaginative texts such as digital stories and raps using imaginary characters, places, ideas and events[Key concepts: text, imagination. Key processes: exchanging, performing, creating]*

- producing short scripted plays or short video clips or songs to perform to younger students

- writing and performing own texts, adapting patterns from familiar stories, such as booklets, board games, a different version of an original work based on characters, settings and events from an Italian story, for example: Tante famiglie tutte speciali

- completing the end of a story.

6.9 *Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning [Key concepts: alternative, equivalence. Key processes: translating, comparing]*

- noticing that there is not always word-for-word equivalence when moving between English and Italian, for example, in advertisements, websites

- explaining to others learned words and expressions, with intercultural awareness, for example, practices related to hospitality. *Grazie per l'invito… questi fiori sono….* or idioms such as: *Non vedo l'ora!*

- explaining in English the meaning of culturally significant phrases and concepts encountered in everyday interactions and signs, for example: *è vietato calpestare l'erba*

- interpreting the meaning of particular word choices made in conversations between speakers of Italian, for example, explaining the use of idioms such as: *Diamoci del tu! Dai!*

- observing and reporting on the Italian language present in the Australian community, for example, noticing public signs in Italian, and texts such as magazines and television programs, computer games.

6.10 *Create simple bilingual texts such as signs and labels for the immediate environment and discuss what translates easily or not [Key concepts: explanation, modifying. Key processes: identifying, selecting]*

- creating simple bilingual texts such as signs for around the school, for example, *la mensa, il campo sportivo…*

- creating bilingual texts such as cards and invitations to class or school events; posters to advertise an upcoming event, charts and lists

Reflecting

6.11 *Compare everyday social experiences and related language use and consider own personal responses and reactions and those of others [Key concepts: intercultural understanding. Key processes: comparing, reflecting, connecting]*

- comparing how Italian and English are used in learning to agree/disagree politely with others, in questioning and evaluating

- exploring with the teacher aspects of Italian culture that may create comfort/discomfort with the ideas and language used by others

- learning the appropriate phrases to mark respect for age, gender, social authority

- reflecting on 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*

6.12 *Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation [Key concepts: intracultural understanding. Key processes: sharing, connecting, reflecting]*

- representing connections between aspects of identity : connecting various experiences of learning Italian and describing how learning Italian has influenced own everyday behaviour

and language use, for example, using Italian outside the Italian classroom; playing Italian games online; going to dinner at an Italian restaurant and being able to read some of the signs

- connecting various experiences and reflecting on self in interaction with others and how each person is perceived by others; *Sono fiero perché … Gli italiani in Australia amano.. Mia nonna è contenta quando… Io sono contento di parlare.. Sono timido… non parlo… Ho imparato… Ho visto…. Sono sorpreso di scoprire*

Understanding

Systems of language

6.13 Develop pronunciation and intonation of Italian-specific sounds

- learning to pronounce double consonants, for example, *la mattina, il cappello, la piazza, fa freddo*

- learning to pronounce 'z' and 't' sounds

- understanding that there are both grave and acute accents and learning to insert these into their work electronically

6.14 Use grammatical knowledge including present and immediate future tense, verbs and adverbs

- using both regular and irregular plural nouns, for example, *un ginocchio; due ginocchia*

- noticing that Italian nouns and adjectives can be modified, for example: *treno – trenino; casa – casetta; parola – parolaccia ; bravo – bravissimo*

- recognising the imperative as a formulaic expression, for example, *Dammi!*

- noticing adjective-noun agreement, for example, *I bambini piccoli; Anna è alta ma Mario è basso*

- expressing positive and negative preferences using adverbs to intensify the meaning, for example *Mi piace molto la cioccolata*; *Non mi piace ballare tanto*

- expressing negation, for example: *Non sono italiano. Non mi piace l' insalata*

- 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*

- recognising the position of adverbs in sentences, for example, *Non vado mai al cinema; Cammino lentamente*

- using present tense of most common verbs and immediate future to present, situations and events using familiar, regular verbs and some irregular verbs, for example, *avere, essere, stare, giocare, dormire, fare, leggere, scrivere* 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 as formulaic expressions, for example: *Mi alzo alle sette. Sono andato/a al cinema*

- developing metalanguage to describe patterns, grammatical rules and variations in language structures

6.15 Notice distinctive features of text organisation in Italian

- noticing and using the main features of familiar text types in Italian, for example emails, text messages, letters and narratives

- expanding the basic sentence structure by using simple conjunctions, for example, *ma, e*

Language variation and change

6.16 Recognise that language use varies according to the context of situation and culture

- 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; visiting the doctor

- observing that language changes depending on the age and gender of the participants

- noticing that language varies depending on how people feel, who they are interacting with and how they relate to each other, for example emotive language is used with friends and peers: *Ma dai! Non ci credo! Che barba!;* more formal language is used with unknown adults: *Scusi? Per cortesia*; salutations in written communication: *Tanti cari bacioni / Un grande abbraccio / Distinti saluti*

- comparing language use in similar social situations in Italian and English.

6.17 Recognise the dynamic nature of language and culture

- investigating how media and digital technologies have changed the way Italian is used, for example noticing the influence of English words in TV programs and advertisements, emoticons, and the language of text messages

- considering and explaining why word borrowing occurs in the Italian language, for example 'Why do you think Italian uses English words for sports like rugby, tennis, cricket or hockey?'; 'How would you explain netball or cricket to an Italian student?', 'Why are there no Italian words for iPod, Nintendo DS, MP3, email?'

6.18 Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society

- developing an awareness of the different dialects spoken in Italy and used in Italian-speaking communities in Italy and in diaspora

- comparing the meaning of words they have heard in their home and/or community to ones learnt in class and noticing that there are different dialects in Italian, for example *bambino* in Italian is the equivalent to *picciriddu* in Sicilian dialect

- investigating the local linguistic landscape including the presence of Aboriginal and Torres Strait Islander languages

Role of language and culture

6.19 Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own

- explaining to others the significance of some Italian cultural practices and events such as greetings, mealtimes, school or family routines, concepts and values, recognising cultural differences in their interpretation of meaning, for example, *Qual' è la differenza? Capisco ma non sono d'accordo.*

- discussing some generalisations and sterotypes about Italian people

Years 5 and 6 Achievement Standard

By the end of Year 6 students interact using spoken and written Italian to describe and give information about themselves, families, friends, home and school routines, experiences, interests, preferences and choices. They talk about aspects of their environment, express opinions, accept or reject ideas, agree and disagree. They ask simple questions. They understand the main points in spoken interactions consisting of familiar language in simple sentences. They display some consistency in the use of pronunciation and intonation. They understand short written texts, with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example using coordinating conjunctions and comparisons to build short coherent texts on familiar topics. They write descriptions, letters, messages, summaries, invitations and narratives. They use the present tense of verbs, noun group agreements, some adverbs, and vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.

Students have developed some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. **They demonstrate some understanding of variation in language use, adapting language forms according to audience and context.** They recognise and are comfortable with linguistic and cultural differences; understand the multilingual and multicultural character of Australian society and have some awareness **that** dialects **are** spoken both in Italy and in Italian-speaking communities around the world. Through questioning and discussion they build intercultural understanding, participating in reflective and comparative work in Italian and English.

Years 7 and 8

Band Description

The nature of the learner

The transition to secondary schooling involves learners adjusting to a new school culture, with greater division between curriculum areas. There is a need for continuity in relation to their learning of Italian, for opportunities to build on their prior knowledge, intercultural capability and language learning strategies.

Italian language learning and use

Learners work collaboratively and independently, exploring different modes and genres of communication with reference to their current social, cultural and communicative interests. They use modelled and rehearsed language in both familiar and unfamiliar contexts and begin to generate some original language. They work in groups to pool language knowledge and resources, to plan, problem-solve, monitor and reflect. They are encouraged to make cross-curricular connections and explore intercultural experience and perspectives, particularly through comparison.

Contexts of interaction

Italian is used for classroom interactions and transactions, for creating and maintaining a class dynamic, for explaining and practising language forms and developing cultural understanding. Additional opportunities for using Italian are provided by purposeful and integrated use of ICTs.

Learners read, view and interact with an increasing range of texts for a variety of purposes (for example, informational, transactional, imaginative, expressive). They draw upon Italian-speaking people in the local community and beyond. They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They are supported to identify how cultural values and perspectives are embedded in language and how language choices influence how people, ideas and circumstances are represented. They compose and present texts (for example media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports, journal entries). They plan, draft and present informative , imaginative and persuasive texts, participate in collaborative tasks, and discussions.

Features of Italian language use

This stage involves learners consolidating their understanding and use of regular forms and familiar grammatical structures. They expand their understanding through noticing variation and non-standard forms, for example, dialects used in the local community. They also notice exceptions to rules, for example irregular forms. They learn to experiment with past and future tenses in their own texts.

Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, and on the process of moving between languages and cultural systems.

Level of support

This is a period of reviewing and consolidating students' prior learning and providing engaging and relevant new experiences and connections. Students continue to benefit from scaffolding and support, such as the provision of visual and contextual cues when accessing texts. They use

models, teacher feedback and resources such as word lists, dictionaries when constructing their own texts.

The role of English

Italian is used in classroom routines, tasks and structured discussions. English is used, when appropriate, as a basis for comparison of language and cultural systems. It is also used to allow for explanation, reflection and substantive, open-ended discussions to support the development of the use of Italian.

Content Descriptions and Elaborations

Communicating

Socialising

8.1. *Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences [Key concepts: relationship, experience, community. Key processes: sharing perspectives, exchanging, corresponding]*

- using appropriate forms of address, to express and receive thanks and wishes, and to apologise, for example: *Tantissimi auguri. Cento di questi giorni. Grazie infinite. Mi dispiace non posso/sono impegnato. Scusa se non vengo…*

- exchanging personal information such as routines and experiences, using *essere, avere* and other common verbs including reflexive verbs, for example: *Vengo da Sydney. Questo è mio fratello. Mi alzo alle sette;* comparing their own experiences with those of others in different cultural contexts, for example: *È più grande di me e studia economia*

- sharing views and creating spoken and written texts about favourite forms of entertainment, celebrities and significant figures, expressing preferences, feelings and opinions, for example: *Ogni weekend vado al cinema/al mare. Gioco a… Sono andato/ a … ho visto.. ho comprato… ho mangiato*

- recounting events, describing activities and personal experiences, for example: *Dove sei andato/a? Con chi? Cosa hai fatto*?

8.2. *Contribute to collaborative planning and negotiating arrangements, considering options for events, experiences and activities [Key concepts: event, celebration, experience. Key processes: negotiating, suggesting, requesting, explaining]*

- sharing suggestions with peers to organise class events such as an excursion to the market, a party, hosting a guest, giving a community performance, for example: *Chi prenota… Si parte a… S'inizia… S'invita il preside? Chi viene? Cosa dobbiamo portare?*

- arranging with a buddy Italian class to meet face to face or in virtual mode and discussing how the interaction will be organised, for example: *L'appuntamento è per giovedì alle 14.00.*

- describing plans, arrangements and actions, giving suggestions and reasons for their own preferences and negotiating outcomes, for example: *Organizziamo la vendita dei nostri lavori per raccogliere soldi per comprare… Sponsorizziamo… Come possiamo aiutare i rifugiati nella nostra scuola?... Scriviamo una lettera al Consiglio Comunale per chiedere un contributo…*

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- comparing and contrasting alternatives, agreeing or disagreeing, accepting and declining when deciding what to do, where to go, what to choose, for example: *Non posso, mi dispiace. Ho da fare. Vuoi andare al cinema questo sabato?*

- negotiating options, for example: *Vuoi fare un giro in bicicletta? Posso/non posso. Forse si/no. Come possiamo contribuire al nostro progetto di solidarietà?*

8.3. *Participate in transactions related to purchasing goods and services such as buying clothing, tickets and evaluating 'value for money' [Key concepts: exchange, etiquette. Key processes: transacting, negotiating, comparing]*

- participating in real and imagined transactions and negotiating when shopping or ordering, for example: *Quanto costa il biglietto per…? Preferisco viaggiare in seconda classe. Posso/vorrei vedere l'ultimo modello della Nokia. I pantaloni vanno bene; la camicia… c'è la taglia più piccola?*

- participating in role plays to purchase goods and services, demonstrating understanding of shopping etiquette in Italy.

8.4. *Participate in classroom activities, giving and following instructions, asking questions to clarify purpose and describing procedures and actions taken [Key concepts: community, classroom culture. Key processes: reflecting, explaining, exemplifying]*

- asking for, giving and following instructions, for example: *Dov'è la casa di….? Come si usa…? Clicca sul pulsante. Scegli il programma dal menu e clicca sul icona. Per quale motivo?*

- reflecting on and expressing opinions on classroom experience and beyond, for example: *Secondo me… Preferisco… Questo esempio mi fa pensare a…*

Informing

8.5. *Analyse, summarise and share key ideas and information from diverse texts [Key concepts: fact/fiction, representation, perspective, choice. Key processes: identifying, comparing, sequencing]*

- comparing Italian brochures and itineraries for travel, identifying transport arrangements, costs, places of interests and accommodation options, for example: *Si può andare a… -; l'autobus è più economico; costa meno…; può fermarsi a….; sia in treno che in autobus;*interviewing peers (own class, Italian schools) about routines, practices, preferences and choices and presenting the findings using formats such as profile posters, charts, timelines, for example: L'*esito del questionario sulla musica: il cantante italiano è più popolare ma quello americano è…*

- viewing television programs and listening to radio news, identifying key information, for example: *Attenzione, elencare solo le città e i film*.

- summarising the main points of texts, deducing the meaning of some unknown words and phrases, identifying cultural references, and representations, images and other content which contribute to the overall meaning, for example: *Alcuni ragazzi vivono in famiglie numerose, con i nonni o in famiglie allargate con nuovi genitori e altri fratelli e sorelle.*

- using a range of tools such as graphs, tables, mind maps, concept maps and charts to organise and present findings to others

- learning how to use monolingual and bilingual dictionaries and word lists to assist in developing meaning

- comparing different perspectives on specified topics

8.6. *Convey ideas and opinions by creating spoken, written and multimodal texts [Key concepts: youth issues, representation. Key processes: informing, responding]*

- creating spoken, written and multimodal texts to inform others about local places, events, activities, recommended places to visit and activities to do with families and friends, for example: *Si consiglia di visitare… Vi invitiamo a fare il giro della città.*

- designing texts such as posters and brochures, for example, to advocate for sustainable water use; a report on best games or apps to buy, for example: *La doccia non deve durare più di tre minuti*

- experimenting with language appropriate to text-type such as descriptive language in short magazine articles, emotive language in diary and journal entries, for example: *Il concerto e` stato un gran successo. Caro diario, che bella giornata! Non ho voglia di andare a scuola oggi; Il documentario parla di… tratta il tema di si tratta di….*

Creating

8.7. *Respond to a range of imaginative texts by expressing ideas and opinions about the theme, characters, events, cultural attitudes, and compare with personal experience [Key concepts: narrative, relationships, values. Key processes: interpreting, comparing. Key text types: story, film]*

- responding to the key ideas of a story, film or poem by giving a personal opinion, describing pros and cons, or expressing perspectives about the characters

- comparing different students' responses to the same story, event, character or place to consider diverse perspectives considering the language, beliefs and values of characters in traditional and modern literature and Italian popular culture, for example, viewing and discussing excerpts from contemporary films discussing the sociocultural context of the film

- considering aspects of Italian culture captured in Italian texts and comparing the same aspects in Australian culture

8.8. *Create texts for particular audiences that depict experiences or topics of interest [Key concepts: imagination, audience. Key processes: describing, contextualising, narrating, recounting, expressing]*

- creating cartoons, picture stories, plays or big books for young audiences

- creating and performing own texts which reflect Italian cultural behaviours, attitudes and social conventions and comparing them to those of others, for example, writing the script and creating a video recording to introduce aspects of family life, school life, local community life, virtual life

- creating a short film with sub-titles depicting an aspect of contemporary teenage life from an Italian, Australian or diasporic perspective

Translating

8.9. *Translate texts, discussing different versions and why these might occur [Key concepts: equivalence, meaning. Key processes: translating, experimenting, comparing]*

- translating short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence

- translating events in present and past time, considering that Italian expresses concepts across time in different ways

- selecting from options in translating short phrases and texts and explaining choices

- taking note of false friends in translation, for example, the expression 'annoyed' in English does not translate to '*annoiato*' in Italian

- comparing own translation to one done by using an electronic translator and discussing the value and problems that emerge

- using strategies to avoid literal translation

8.10. *Creating short bilingual texts such as captions, stories and commentaries [Key concepts: equivalence, comparison. Key processes: translating, experimenting]*

- creating bilingual resources such as glossaries, signage, recipes, children's stories, factual reports, timelines or brochures, individually and collaboratively

- creating and presenting a bilingual oral history of an older Italian person, which may also include fragments of dialects.

Reflecting

8.11. *Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses [Key concepts: cultural comfort, cultural assumption. Key processes: reflecting, comparing, questioning, relating]*

- interacting with members of Italian communities and talking about own experiences as a learner of Italian, describing the experience such as duration of learning, place of learning and opinions about the experience

- engaging with young Italians, in the local community or virtually, to share and compare information, values and beliefs about topics of interest

- reviewing and responding to aspects of cultural practices represented in authentic texts such as realia, advertisements, brochures, and menus to discuss the cultural differences that are evident and the reactions of members of the class to these differences

- selecting and reflecting on aspects of the Italian language and culture that can easily be adopted in Australia and explaining reasons for choices

- considering how own ideas, practices and responses may be perceived by Italians in Italy and Italians in Australia

- recognising the culture-based assumptions that participants bring into intercultural exchanges

8.12. Reflect on own participation in intercultural exchange and consider how this shapes their own identity over time [Key concepts: identity, intercultural sensitivity. Key processes: comparing, reviewing, reflecting]

- creating a learning journal or autobiography showing intercultural experiences and their impact

- recognising own culture-based understanding of ideas and experiences

- reflecting on own positioning in exchanges with members of the Italian community

Understanding

Systems of language

8.13. Develop an appreciation of the sound system of Italian

- examining differences in pronunciation of consonant and vowel combinations; double consonants; stress; accents and apply to own work, for example: *famiglie, gnocchi, chiese, barche, chiavi, buono, 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 emotion, for example: *Vai a casa? Va' a casa! Oh! E? Ahimè!*

8.14. Use grammatical knowledge to extend meanings including irregular, reflexive and modal verbs

- Learning to use:

- nouns: gender and number, regular and irregular

- suffixes and prefixes, for example: *ino/a –grande – grandissimo, piccolo/piccolino; casa / casetta; pro/bis – prozio/bisnonno; -astro/a – figlio/figliastro, figlia/figliastra*

- pronouns including subject pronouns and direct object pronouns

- articulated prepositions

- adverbs to qualify verbs, for example: *proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo, non, né né*

- *negative constructions including the double negative, for example: Non vado mai in centro. Non c'è niente/nessuno ......*

- verbs to express action in time: using a range of regular and some irregular verbs, reflexive verbs in the present tense, perfect and imperfect and exposure to the impersonal *si*, for example: future tense; using modal verbs to express ability, possibility, likelihood and permission

8.15. Applying understanding of distinctive features of text organisation

- 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, for example, to request, to instruct, to invite and to describe and for a variety of audiences, for example, child/adult; known/unknown people

8.16. *Recognise that language use varies depending on the context of the situation and the context of culture*

- identifying the way in which the choice of vocabulary and grammar relates to variables such as age, social status, relationship, situation

- 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 web pages

- identifying and comparing the features of language that distinguish the purpose for which it is used, the age and gender of the audience, for example, the difference between: *Non mi piace* and *Non mi piace per niente.*

8.17. *Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication*

- discussing global and cultural influences on the Italian language and noticing when and how hybrid forms are used, for example use of numbers, mathematical symbols, single letters and acronyms to replace words in SMS messaging, such as *TVTB = ti voglio tanto bene; 6=sei; x=per*

- investigating the impact of the media on Italian by analysing headlines, advertisements, news reports, and comparing these with texts in English for example comparisons of syntax or register noticing how English is modifying Italian in particular spheres, for example language used in the entertainment industry, in movies and TV series; language used to express contemporary concepts (match, hardware, fast food, acquagym, relax, weekend, budget, fiction)

8.18. *Understand the value of communicating within and across languages, discussing the interrelationship between Italian, English and other languages*

- discussing how word borrowings in both Italian and English have been adopted from other languages such as Latin and Greek, for example, *agenda, census, via, metafora, stigma*

- understanding differences between standardised language and dialects, comparing meanings of words used in the home and/or community to those used in formal settings such as school, for example, *'guaglione;* or *'toso'* and *ragazzo*

- reflecting on the history of Italian migration to Australia, the formation of communities of speakers of Italian in specific cities and suburbs, the resulting regional variations of language, such as Australo-Italian, and the impact of Australian-English on the local Italian community.

- analysing the influence of Italian language on English in areas such as food, music, fashion and considering the value of this influence

Role of language and culture

8.19. Analyse the ways in which choices in everyday language use reflect cultural practices and values

- understanding the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example: *Salute! Cin Cin! Buon appetito!*

- discussing culturally significant concepts encountered in texts, for example: *Fare la passeggiata . Fare bella figura. Andare a trovare qualcuno* - and making comparisons with Australian culture

- analysing the meaning and use of proverbs, and sayings, for example: *l'abito non fa il monaco* and considering equivalents in English and other languages.

Years 7 and 8 Achievement Standard

By the end of Year 8 students use spoken and written Italian to interact in a range of personal and social contexts. They describe or present people, events or conditions, discuss likes, dislikes and preferences, present information, recount and narrate events and talk about personal, social and school worlds. They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings and wishes when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts. They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example: *Mi piace il mio amico perchè è buffissimo. Mi piace anche perchè è veramente intelligente.* They apply their understanding that texts vary according to purpose and audience and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including the use of different modal verbs and tenses, for example, *Non posso venire alla partita perché devo studiare*. They use conjunctions, adjectives and adverbs to elaborate meanings.

Students understand and use metalanguage to explain aspects of language and culture**. They** identify features of text types such as letters, emails, descriptions and narratives. They are aware that language is chosen to reflect contexts of situation and culture; of differences between standard, dialect and regional forms of Italian; of the impact of technology and media on communication and language forms; of the mutual influence between Italian and English; and of the inter-relationship of language and culture. They recognise that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, to aspects of Italian language and culture, and consider how their response**s** may be shaped by their own language and culture.

Years 9 and 10

The nature of the learner

At this stage, the learner's knowledge of Italian is more developed and allows for greater control and application. Increased cognitive maturity and prior learning, enables them to work more deductively and comparatively with Italian and English language and cultural systems. This allows the learner to apply more intentional learning strategies and to reflect productively on their learning.

Italian language learning and use

This is a period of experimenting with a range of modes of communication (for example digital and hypermedia, collaborative performance and group discussions). Learners become more confident in communicating in a range of contexts through greater control of language structures and understanding of the variability of language use. Learners use Italian to: interact and communicate, access, exchange and present information, express feelings and opinions, participate in imaginative and creative experiences, interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experience more deliberately, for example, noting the influence of technology, media and globalisation on language use and communication.

Contexts of interaction

Learners interact with peers and teachers in their immediate school context and with members of broader Italian communities and resources available through a range of actual and virtual environments.

Texts and resources

Learners extend their familiarity with text types and language functions, by balancing attention to language forms with purposeful language use. Sequences of tasks provide opportunities for collaborative planning and performance, resource development and increased use of different language and cultural resources. Learners strengthen their communication strategies and processes of interpreting, creating, evaluating and performing in relation to an increasing range of texts. Media resources, fictional and non-fictional texts, performances and research projects allow for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationships, linguistic and cultural diversity). Learners develop critical analysis to investigate texts and to identify how language choices shape perspectives and meaning; how those choices are, in turn, shaped by context and intention. They learn to consider different viewpoints and experiences, and analyse their own linguistic and cultural stance, beliefs and practices that influence communication and intercultural exchange.

Features of Italian language use

The focus of learning Italian shifts to expanding learners' range and control of the linguistic systems to -develop the sophistication of language use. They learn to choose appropriate tenses, to identify and create mood and to use cohesive devices to create extended texts such as narratives, reports and dialogues. They continue to build their metalanguage, using specific terms to assist understanding and control of grammar and textual conventions (for example, adverbs, conditional, imperative, subjunctive, past tenses, reflexive verbs).

Level of support

Learners are encouraged to develop greater autonomy, to self-monitor and adjust language in response to their experience in diverse contexts. They develop independent skills to access resources such as textbooks, dictionaries and online translators, to critically evaluate the effectiveness of such resources and their role in learning and communicating. They require scaffolding to access and create increasingly complex texts.

The role of English

Italian is used for interaction within and beyond the classroom, for task accomplishment and some discussion of ideas in texts. English is used, as and when appropriate, to facilitate comparison, evaluation, reflection and substantive discussion.

Content descriptions and elaborations

Communicating

Socialising

10.1. Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues [Key concepts: relationship, youth, experience. Key processes: discussing, debating, explaining, corresponding]

- corresponding with peers throughout the year, for example, by phone, Skype, email or wikis, to build relationships and share views about home, school, lifestyle, leisure activities and interests

- interacting in speaking or writing with an Italian contact to seek personal information about their past, current activities and future plans, to ask about life in Italy and the possibility of visiting in future using such language as: *Questo è il dottore… Le presento la dottoressa… Piacere! Ben arrivato/a! Entri! Prego. Le dispiace inviarmi una copia di … Distinti saluti*

- sustaining exchanges with others by acknowledging, asking for repetition or clarification or questioning further, for example:*Scusi non ho capito, 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, such as responding to facial expressions showing emotion, or confusion during spoken conversations, for example: *Ah, ora capisco, È davvero interessante. Come hai/ha detto? Eh sì! Ma scherzi!*

- interviewing class members to gauge views about aspects of daily life, such as school, pastimes, relationships, local environment, and discuss as a class the major themes and concerns that emerge: *Come mai….? Perchè…? Secondo te…? Forse... pensi che…! È chiaro che…*

- sharing opinions with peers about experiences, events and interests, such as a concert or television program, incorporating language to express emotions and opinions such as approval, gratitude, regret, appreciation, boredom, for example: *Ti è piaciuto/a la puntata/il concerto di…? Cosa pensi di…? Preferisco … Penso che… Vorrei… Mi piace di più…*

- debating the pros and cons related to topics such as the use of social media , teenage dieting

- exchanging letters, emails and videoswith peers in Italy comparing aspects of youth lifestyle, school and environment, using comparisons when expressing thoughts and ideas,

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for example: *Come trascorrerete le vacanze estive? Come voi, anche noi andiamo in Italia…*

10.2. *Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views [Key concepts: perspective, diversity, collaboration. Key processes: discussing, organising, planning, negotiating]*

- contributing suggestions about purposes, processes and roles in collaborative planning such as creating an itinerary for a visiting Italian student, for example: *Come? Vorresti vedere….? Che ne dici di…..? Cosa ne pensi……? Vogliamo…..?*

- planning and making decisions with others, for example, about an event, a visit, expressing preferences and asking questions to clarify intentions, such as: *Bisogna fare così:… Prima andiamo a… poi ci fermiamo a… Torneremo a casa entro le nove. Cosa pensi se…?*

- participating in scenarios such as visiting friends or going on an outing to the city, including negotiating options, stating wants and needs, for example: *Se viene… vengo anch' io. Secondo te, sarebbe meglio se….?;* inviting peers to attend a celebration or party, expressing agreement, disagreement, disappointment, enthusiasm when accepting and declining offers, requests and invitations, for example: *Non partire senza salutarmi. … Non credere a queste cose. Conviene prendere l'autobus.*

- making shared decisions, solving problems, discussing alternative solutions

- contributing suggestions in the context of undertaking a social project such as visiting a childcare centre, visiting the local Italian aged care home

10.3. *Participate in spoken or written transactions to obtain goods and services including expressing views on quality and making complaints and recommendations [Key concepts: negotiation, value. Key processes: interacting, persuading, complaining]*

- participating in face to face interaction with peers to persuade them to purchase items such as tickets, games or clothing, for example: *Questa giacca è la più elegante di tutte; ma questa costa poco, pur essendo di un bel tessuto.*

- exchanging an item purchased, for example: *Mi dispiace ma non funziona bene/ c'è un difetto…*

- negotiating over price, for example: *Costa un po' troppo. È possibile farmi uno sconto?*

10.4. *Interact in discussions by questioning, making suggestions, expressing opinions and reflecting on experiences of classroom interactions [Key concepts: interaction, relationship, perspective. Key processes: expressing, questioning, reflecting]*

- interviewing class members asking them, for example, to review an experience or to make suggestions for future study topics in areas of interest

- participating in classroom discussions about how meanings can be interpreted or misinterpreted by others, for example, keeping a classroom journal with examples of language used in context within and outside the classroom as a basis for group discussion.

Informing

10.5. Analyse, synthesise, and evaluate ideas and information from multiple sources on a range of contemporary issues [Key concepts: perspectives, representation, bias. Key processes: interpreting, evaluating, summarising, connecting, analysing]

- listening to, viewing and reading authentic texts using critical literacy questions such as Chi è l'autore?; Di cosa si tratta?; Per chi è stato scritto?; Qual è il tema?; ?Da quale/i punto/i di vista è presentato?

- gathering information about an issue from different sources and reporting on it to others, using tools such as tables, graphic organisers and charts and discussing whether the information is similar or different in different sources and why

- extracting details and main ideas, making judgments about their relevance and discussing contrasting points of view, for example, selecting the main events from an article, identifying core data from interviews, identifying gist and main point/s of a spoken interaction, analysing different interpretations of meanings in a conversation

- summarising the argument of a text such as an advertisement, poster or article and using evidence from the text to consider how claims are supported..

- comparing different perspectives about the same event or a topical issue such as inter-generational relationships, the environment, food choices

- learning how to use dictionaries effectively and accessing reference materials such as word lists and grammar references in print and online resources to assist and refine understanding of content

10.6. Give information in diverse forms, offering a view/s in relation to the content, and consider the significance for particular audiences [Key concepts: media, message, opinion. Key processes: designing, evaluating, persuading]

- creating informative texts in spoken and written form, such as a weather report, a sports report, a magazine article about an issue or event, a travel brochure promoting a local region or product, for example: *Il tempo previsto per domani è… L'aspetto più interessante da capire è…*

- 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 choices

- using models of media texts such as television reports, video clips, social media to create a text to convey own ideas and information, and how these are selected and organised to achieve different purposes, for example, to persuade, to entertain, inspire

- conveying ideas drawn from diverse areas of learning, such as health and nutrition, design, biological science to inform others

10.7. *Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the theme, discussing characters, considering language use and cultural meanings [Key concepts: imagination, emotion, voice. Key processes: interpreting, comparing. Key text types: short stories, biographies, films, poems, songs]*

- analysing and discussing emotional impact of text features such as use of hyperbole and metaphors to express emotions and convey attitudes, investigating the social context in which a text was created and how these factors influenced the ideas and expression of the text, for example, considering the author's background, prior or related events and figures of importance

- interpreting the use of images, sounds, gesture and language choices in songs, graffiti, films and performances to convey cultural concepts and ideals in Italian texts, for example, the didactic nature of Italian pop songs, the neo-realism of Italian film, social issues captured in graffiti

- listening to, viewing or reading traditional and contemporary texts such as stories, fables and songs to understand how moral values and characteristics such as being respectful, caring, clever, honest are portrayed

- expressing their thoughts and ideas about how texts convey implicit and explicit values and beliefs which are associated with Italian culture across generations, for example, viewing excerpts from '*La vita è bella', 'Pane* e *tulipani', 'Pane e cioccolato*', '*America';* discussing the historical setting of the film *'Caterina va in città'* and the main character's attitude to life

- reading contemporary texts such as poetry or song lyrics to explore and discuss aspects of Italian society and culture that are addressed, for example current social themes such as youth, unemployment, immigration to Italy, asylum seekers, education, university.

10.8. *Create a range of imaginative texts, considering how to represent ideas, characters and events [Key concepts: emotion, expression, choice, voice, stance. Key processes: composing, reviewing, considering impact. Key text types: games, songs, poems, stories, drama]*

- creating stories with various settings, characters and events, using, for example, video, cartoon, games

- creating texts to entertain others by expressing ideas such as romance, danger and excitement

- creating reflective texts to present feelings about relevant themes related to society, friendship/relationship, contemporary issues

Translating

10.9. *Translate a range of texts and comment on how to convey concepts across different linguistic and cultural perspectives [Key concepts: representation, sensitivity, equivalence. Key processes: translating, reviewing, comparing]*

- analysing texts and considering the lack of equivalence in translation, for example in signs

- reading and listening to multiple interpretations of the same text and different perspectives within texts in Italian, for example, reading messages on social media sites, emails, blogs and wikis and sharing understanding of cultural meanings and opinions

- reflecting on their own experiences of the process of translating

- using strategies to maintain the integrity of meaning of original texts when translating and interpreting for different audiences, for example, considering the use of register, colloquialisms, idioms and explaining culture-specific concepts such as 'the outback' or 'slip, slop, slap'

10.10. Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa [Key concepts: cultural positioning, sensitivity. Key processes: translating, captioning]

- creating bilingual texts for Italian speakers in Australia, for example, leaflets about recommended goods and services for students or business people or a sports team or senior citizens arriving from Italy

- creating bilingual signage for an event, bilingual captions for a display, bilingual text for a discussion board

Reflecting

10.11. Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding [Key concepts: meaning, representation, history/origin, understanding. Key processes: comparing, reflecting]

- exchanging correspondence with peers and reviewing and adapting own contribution when meaning is not clear, for example, giving further explanation, offering an alternative way of expressing an idea

- considering own and others' responses and reactions in Italian/English intercultural exchange, questioning assumptions and values

- creating texts to share with Italian peers and considering how own cultural practices and values may be interpreted, for example, ways of showing respect; family taboos; involvement in society such as religion, sport or community

- reflecting on and explaining practices that need to be considered when communicating across Italian and English-speaking languages and cultures

- considering how their own behaviour may be interpreted by Italians in Italy and in diaspora

- analysing correspondence with Italian peers to notice what questions are asked about lifestyle and practices in Australia, reflecting on own questions and the assumptions they may have made

10.12. Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape identity [Key concepts: membership, self/other, identity, multiplicity. Key processes: reflecting, explaining]

- sharing ideas about self, for example describing special talents and memberships, explaining family traditions; writing an autobiographical episode, and reflecting on self as an interactant in Italian/English intercultural exchanges and how the learner wants to be perceived

- considering how their identity has changed over time, based on experiences recorded in a journal throughout the school year

- expressing to others how Italian is part of their identity, reflecting on when, how and why they use Italian (and other known languages)

- reflecting on how language and culture shape their identity, history, understanding

Understanding

Systems of language

10.13. Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts

- developing control of consonant and vowel combinations, double consonants, intonation, stress accents when reading aloud

- recognising that pronunciation, rhythm and pace assist in making meaning in interactions and applying this knowledge to own communication, for example, in reading stories to young children.

10.14. Extend grammatical knowledge including present, past and future tenses, the conditional and subjunctive mood to interpret and create meaning in texts

- introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions, special uses of *a, di, da: Hai una faccia da schiaffi! Fatto a mano!*

- using pronouns to refer to who is carrying out an action or to refer to somebody or something, applying gender and number agreement to identify subjects and objects in the past, including personal pronouns (use, position, and elusion) reflexive pronouns, direct and indirect object pronouns, relative pronouns, demonstrative pronouns, possessive pronouns and the use of the impersonal *si, ci/vi, ne*

- using adverbs, and adverbial phrases of manner, place, time to modify and intensify the meaning of verbs and adjectives, for example, *proprio, troppo, abbastanza, specialmente, spesso, quasi mai, nemmeno, neanche*

- describing events across different times, possibilities, choosing appropriate tenses, including present tense, perfect tense, imperfect tense, future, conditional and the subjunctive mood

- using conjunctions to connect or elaborate clauses, *calico* including, for example, *siccome, invece, sebbene, nonostante, anche, dunque, quindi, cioè*

- 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.*

- developing metalanguage to extend discussions of word order, tenses and verb modes using terms such as 'adverbs', 'pronouns', 'conditional', 'subjunctive', for example 'How do we form the simple past of a reflexive verb?', 'What is meant by the subjunctive and when is it used?'

10.15. Analyse and apply linguistic, cultural and textual features of specific text-types

- using knowledge of text-types in Italian to analyse different texts, for example, a narrative, letter, recipe, message, report

- comparing Italian and English versions of particular text-types noticing any differences

- using knowledge of text-types to create texts that respect the conventions.

Language variation and change

10.16. Investigate how language varies according to context and speakers

- comparing texts created for different audiences such as advertisements, brochures and signs, for example, for urban and rural communities or different regions, 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 sub-groups in Italian communities (such as children, youth, women, the elderly, rappers, police, athletes) to understand how groups develop their own language and how this influences membership

- analysing degrees of formality, such as in forms of correspondence and dialogue, to discover features of language that change formality, for example the use of the subjunctive: *Qualunque cosa vuoi, non fare complimenti. Qualunque cosa Lei voglia, non faccia complimenti.*

10.17. Recognise how Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact

- develop awareness of the ecology of languages in local settings by collecting examples of Italian used in the local landscape especially in particular parts of the city, at markets, and discussing the domains which are captured and how phenomena might be explained, for example, by noticing the demographics of a particular suburb or noticing the use of Australo-Italian.

- investigating trends in the use of dialects and standard Italian, for example by interviewing members of Italian communities to discuss contexts in which dialects and/or standard Italian are used and reflecting on hybrid language use particularly in the context of disapora

- exploring the dynamic nature of language, for example the influence of English in Italian, and conversely, 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*

- analysing samples of Italian language captured in diverse contexts in which Italian is used and identify influences of other languages and cultures

10.18. Understand that language use has the power to influence social relationships, beliefs, and values

- examining the language of texts such as protest songs, posters, and graffiti to identify ways in which language is used for social commentary

- identifying features of language such as lexical choices and idiomatic expressions used to achieve different purposes, for example *Chiamaci – ti aspettiamo* (advertising)

- investigating the impact of media and technology on Italian including blended forms used to express new concepts, for example English in Italian media: '*Fra le iniziative che vale la*

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pena ricordare, c'è la campagna di sensibilizzazione online "Stop Cyberbullismo", avviata nel 2008 dal Ministero della Pubblica Istruzione;

- analysing the presence of Italian vocabulary related to art, music and cuisine and the impact this has had on other languages, for example the use of terms such as *opera, chiaroscuro, allegrissimo*
- reflecting on experiences of the influence of language and culture, identifying experiences of inclusion or exclusion, or the marking of respect, values and attitudes

Role of language and culture

10.19. Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning

- identifying specific expressions that reflect cultural concepts in different experiences and texts
- reflecting on how linguistic choices might be interpreted by speakers of Italian
- explaining how certain sentence structures reveal differences in social status, cultural background and generation, for example: *Scusami, dimmi un po', ma quand'è che hai deciso di venire?*
- using a journal to record perceptions of how using and learning Italian has impacted on their own assumptions about Italian language and culture
- noticing that when people interact their choice of language reflects their cultural situatedness/postioning.

Years 9 and 10 Achievement Standard

By the end of Year 10 students use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They discuss concepts such as education, work, the environment, youth issues as well as concepts from a range of learning areas. They recount experiences, express feelings and opinions, agreement/disagreement and enthusiasm, using present, past and future tenses, linking statements by both coordinating and subordinating conjunctions, for example*, Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato*. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. They participate in classroom discussions, present and communicate personal thoughts and opinions, account for and sustain a particular point of view, for example: *Non c' è dubbio che…. Credo che questi articoli offrano solo un punto di vista*. They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, for example identifying sequencing, cause-effect and consequence elements. They compare and evaluate ideas across languages and cultures, for example, using *secondo me …..dal mio punto di vista…..per quanto mi riguarda. I giovani italiani sono più interessati nella politica*. They discuss future plans and aspirations. They develop and defend interpretations of texts and diverse points of view, elaborate, clarify and qualify ideas using supporting evidence and argument. They present information in narratives, descriptions and recounts, related to real or imaginary events and experiences. They produce bilingual textsand translate texts, recognising that concepts cannot necessarily be rendered fully in another language**.**

They demonstrate grammatical control when using complex sentences. Students reflect on their experience of learning Italian language and culture. They exchange opinions and responses,

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noting how these may have changed over time. They consider how writers and speakers make choices when using language and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, language choices made, and cultural assumptions or understandings which shape them. They consider how culture affects communication and the making and interpreting of meaning; how languages reflect cultures.

Revised Italian F-10 Scope and Sequence - November 2013

Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
Communicating *Using language for communicative purposes in interpreting, creating and exchanging meaning*							
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.	Socialising/ exchanging	Interact with teacher and peers to greet and introduce themselves, to name and describe favourite things, friends, family members, special talents, through action related talk and play [Key concepts: self, family, friendship. Key processes: participating, playing, observing]	Interact and socialise with teachers and peers to exchange personal information, describe people, places, things and everyday routines about self, school and home [Key concepts: routine, home. Key processes: describing, interacting, responding]	Interact to share interests, leisure activities, feelings, opinions and preferences. [Key concepts: leisure, neighbourhood. Key processes: exchanging, corresponding]	Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences. [Key concepts: relationship, experience, community. Key processes: sharing perspectives, exchanging, corresponding]	Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues. [Key concepts: relationship, youth, experience,. Key processes: discussing, debating, explaining, corresponding]
		Taking action	Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song. [Key concepts: exchange. Key processes: sharing, deciding together]	Participate in collaborative action in class experiences and activities. [Key concepts: occasion, community. Key processes: describing, inviting]	Take action, make shared decisions and organise shared experiences. [Key concepts: environment, plan. Key processes: participating, reflecting]	Contribute to collaborative planning and negotiating arrangements, considering options for events, experiences, and activities. [Key concepts: event, celebration, experience. Key processes: negotiating, suggesting, requesting, explaining]	Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views. Key concepts: negotiation, value. Key processes: interacting, persuading, complaining]

			Communicating *Using language for communicative purposes in interpreting, creating and exchanging meaning*				
Sub-strand	**Description**	**Thread**	**F - Year 2**	**Years 3 - 4**	**Years 5 - 6**	**Years 7 - 8**	**Years 9 - 10**
		Transacting	Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling. [Key concepts: exchange. Key processes: exchanging, describing]	Participate in every day transactions to obtain goods. [Key concepts: need, desire. Key processes: deciding, negotiating]	Participate in simple transactions such as purchasing and ordering goods and services. [Key concepts: service, transaction. Key processes: transacting, exchanging, planning]	Participate in transactions related to purchasing goods and services such as buying clothing, tickets, and evaluating 'value for money'. [Key concepts: exchange, etiquette. Key processes: transacting, negotiating, comparing]	Participate in spoken or written transactions to obtain goods and services including expressing views on quality, and making complaints and recommendations [Key concepts: negotiation, value. Key processes: interacting, persuading, complaining]
		Interacting (developing classroom language)	Participate in classroom routines, games, instructions, and shared activities. [Key concepts: routine, play, sharing, reward. Key processes: expressing preferences]	Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting. [Key concepts: collaboration, school life. Key processes: negotiating, discussing, connecting]	Interact in classroom activities and create shared class routines. [Key concepts: routine, class culture. Key processes: explaining, participating, sharing]	Participate in classroom activities, giving and following instructions, asking questions to clarify purpose and describing procedures and actions taken. [Key concepts: community, classroom culture. Key processes: reflecting, explaining, exemplifying]	Interact in discussions by questioning, making suggestions, expressing opinions and reflecting on experiences of classroom interactions. [Key concepts: interaction, relationship, perspective. Key processes: expressing, questioning, reflecting]
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.	Obtaining and using information	Locate specific items of information in texts using early literacy skills. [Key concepts: text, observation, number, meaning. Key processes: noticing, decoding, selecting]	Obtain and process factual information about people, routines, responsibilities and interests. [Key concepts: routine, events, time. Key processes: identifying, recording, categorising, selecting]	Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas. [Key concepts: lifestyle, health/well-being. Key processes: selecting, researching, comparing, synthesising]	Analyse, summarise and share key ideas and information from diverse texts. [Key concepts: fact/fiction, representation, perspective, choice. Key processes: identifying, comparing, sequencing]	Analyse, synthesise, and evaluate ideas and information from multiple sources on a range of contemporary issues. [Key concepts: perspectives, representation, bias. Key processes: interpreting, evaluating, summarising, connecting, analysing]

			Communicating *Using language for communicative purposes in interpreting, creating and exchanging meaning*				
Sub-strand	**Description**	**Thread**	**F - Year 2**	**Years 3 - 4**	**Years 5 - 6**	**Years 7 - 8**	**Years 9 - 10**
		Conveying and presenting information	Give factual information about known people, everyday objects, family celebrations and personal experiences. [Key concepts: self, ownerships/ possession, celebration. Key processes: conveying information]	Give factual information about people, objects, places and events in texts, supported by graphics or illustrations. [Key concepts: information, fact. Key processes: describing, presenting]	Represent information appropriately for diverse audiences using a variety of modes. [Key concepts: learning area concepts. Key processes: connecting, informing]	Convey ideas and opinions by creating spoken, written and multimodal texts. [Key concepts: youth issues, representation. Key processes: informing, responding]	Give information in diverse forms, offering a view/s in relation to the content, and consider the significance for particular audiences. [Key concepts: media, message, opinion. Key processes: designing, evaluating, persuading]
CREATING	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Participate in shared reading/viewing of short imaginative texts and respond through drawing, miming, performing, and other forms of expression. [Key concepts: story, imagination, response, character. Key processes: participating, responding, predicting, performing. Key text types: narrative/story,]	Listen to, view and read a range of imaginative texts for children and discuss messages and impressions. [Key concepts: tale, drama. Key processes: viewing, reading, predicting, describing, discussing. Key text types story, children's TV programs, song, poetry, art]	Give, share and compare opinions about ideas in imaginative texts. [Key concepts: description, story, narrative. Key processes: comparing, reviewing. Key text types: recount, narrative, biographical description]]	Respond to a range of imaginative texts by expressing ideas and opinions about the theme, characters, events, cultural attitudes, and compare with personal experience. [Key concepts: narrative, relationships, values. Key processes: interpreting, comparing. Key text types: story, film]	Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the theme, discussing characters, considering language use and cultural meanings. [Key concepts: imagination, emotion, voice. Key processes: interpreting, comparing. Key text types: short stories, biographies, films, poems, songs]

| | | | | Communicating | | | |
			Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub-strand	**Description**	**Thread**	**F - Year 2**	**Years 3 - 4**	**Years 5 - 6**	**Years 7 - 8**	**Years 9 - 10**
		Creating and expressing imaginative experience	Create stories and perform imaginary experiences [Key concepts: performance, expression. Key processes: miming, performing]	Create short, simple imaginative stories and texts for different audiences. [Key concepts: character, narrative. Key processes: interacting, creating]	Create imaginative texts such as digital stories and raps using imaginary characters, places, ideas and events. [Key concepts: text, imagination. Key processes: exchanging, performing, creating]	Create texts for particular audiences that depict experiences or topics of interest. [Key concepts: imagination, audience. Key processes: describing, contextualising, narrating, recounting, expressing]	Create a range of imaginative texts, considering how to represent ideas, characters and events . [Key concepts: emotion, expression, choice, voice, stance. Key processes: composing, reviewing, considering impact.
TRANSLATING	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Translating /interpreting	Share with others what they can express in Italian and explain how meanings are similar or different. [Key concepts: code, translation. Key processes: comparing, explaining]	Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English. [Key concepts: translation, comparison. Key processes: translating, explaining]	Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning. [Key concepts: alternative, equivalence. Key processes: translating, comparing]	Translate texts, discussing different versions and why these might occur. [Key concepts: equivalence, meaning. Key processes: translating, experimenting, comparing]	Translate a range of texts and comment on how to convey concepts across different linguistic and cultural perspectives. [Key concepts: representation, sensitivity, equivalence. Key processes: translating, reviewing, comparing]
		Creating bilingual texts	Create a personal or shared record of 'interesting' words in Italian. [Key concepts: similarity, difference. Key processes: comparing]	Create simple bilingual texts. [Key concepts: meaning, equivalence. Key processes: comparing, explaining]	Create simple bilingual texts such as signs and labels for the immediate environment and discuss what translates easily or not. [Key concepts: explanation, modifying. Key processes: identifying, selecting]	Creating short bilingual texts such as captions, stories and commentaries. [Key concepts: equivalence, comparison. Key processes: translating, experimenting]	Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa. [Key concepts: cultural positioning, sensitivity. Key processes: translating, captioning]

			Communicating *Using language for communicative purposes in interpreting, creating and exchanging meaning*				
Sub-strand	**Description**	**Thread**	**F - Year 2**	**Years 3 - 4**	**Years 5 - 6**	**Years 7 - 8**	**Years 9 - 10**
REFLECTING	Reflecting on intercultural language use and how language and culture shape identity.	Reflecting on intercultural experience and responses, reactions, adjustments	Begin noticing what is 'new' or 'interesting' and recognising similarities and differences between Italian and Australian cultural practices and related language use. [Key concepts: self, other, respect. Key processes: noticing, identifying]	Compare experiences, noticing how these are influenced by language and culture and may or may not be expressed readily in Italian [Key concept: assumption. Key process: comparing]	Compare everyday social experiences and related language use and consider own personal responses and reactions and those of others. [Key concepts: intercultural understanding. Key processes: comparing, reflecting, connecting]	Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses. [Key concepts: cultural comfort, cultural assumption. Key processes: reflecting, comparing, questioning, relating]	Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding. [Key concepts: meaning, representation, history/origin, understanding. Key processes: comparing, reflecting]
		Reflecting on self as language user and how identity is shaped by interaction	Recognise and describe themselves in relation to others. [Key concepts: family, self, identity. Key processes: connecting, drawing relationships, observing]	Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity [Key concept: membership. Key process: representing]	Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation [Key concepts: intracultural understanding. Key processes: sharing, connecting, reflecting,]	Reflect on own participation in intercultural exchange and consider how this shapes their own identity over time. [Key concepts: identity, intercultural sensitivity. Key processes: comparing, reviewing, reflecting]	Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape identity. [Key concepts: membership, self/other, identity, multiplicity. Key processes: reflecting, explaining]

Understanding							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	**Description**	**Thread**	**F - Year 2**	**Years 3 - 4**	**Years 5 - 6**	**Years 7 - 8**	**Years 9 - 10**
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Sound and writing, systems	Reproduce the sounds of the Italian language	Experiment with pronunciation and intonation and use rules of spelling	Develop pronunciation and intonation of Italian-specific sounds	Develop an appreciation of the sound system of Italian	Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts
		Grammatical system	Notice and use some aspects of the Italian language system including gender forms, simple sentence structures, and the placement of adjectives	Use key grammatical structures to form simple sentences including possessive pronouns, prepositions, definite and indefinite articles, gender and singular /plural forms	Use grammatical knowledge including present and immediate future tense, verbs and adverbs	Use grammatical knowledge to extend meanings including irregular, reflexive and modal verbs	Extend grammatical knowledge including present, past and future tenses the conditional and subjunctive mood to interpret and create meaning in texts
		Text structure and organisation	Understand that language is organised as texts	Recognise how grammatical structures are used to form simple texts	Notice distinctive features of text organisation in Italian	Applying understanding of distinctive features of text organisation	Analyse and apply linguistic, cultural and textual features of specific text-types
Language variation and change	Understanding how the nature and function of language varies according to context, purpose, audience and	Variation in use	Recognise that different words are used in Italian to address and greet different people according to place and relationship	Understand that language use varies according to age, gender and the relationship of participants and the context of use	Recognise that language use varies according to the context of situation and culture	Recognise that language use varies depending on the context of the situation and the context of culture	Investigate how language varies according to context and speakers

				Understanding			
			Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub-strand	**Description**	**Thread**	**F - Year 2**	**Years 3 - 4**	**Years 5 - 6**	**Years 7 - 8**	**Years 9 - 10**
	mode, the dynamic nature of language; and varieties of language.	Change over time	Recognise that Italian and English borrow words from each other	Understand that languages change with use over time	Recognise the dynamic nature of language and culture	Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication	Recognise how Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact
		Communicating in diversity/ multilingualism	Understand that Italian is one of the many languages spoken in Australia	Understand that Italian is spoken in a variety of forms within and outside of Italy	Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society	Understand the value of communicating within and across languages, discussing the interrelationship between Italian, English and other languages	Understand that language use has the power to influence social relationships, beliefs, and values
Role of language and culture	Analysing and understanding how language and culture shape meaning.	Analysing language and culture in intercultural exchange	Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language	Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas	Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own	Analyse the ways in which choices in everyday language use reflect cultural practices and values	Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning

Years 7 to 10 (Year 7 Entry) Sequence

Years 7 and 8

Band Description

The nature of the learners

Students learning Italian in Years 7 and 8 are typically commencing their learning on entry to secondary education. They bring knowledge of their first language and of additional language(s) that may have been learned in primary school or encountered through personal or community experience. Some may have prior experience of Italian through family, travel or wider community experience.

Italian language learning and use

Students work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language and culture. They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

Contexts of interaction

Opportunities for interaction in Italian are provided through working with the teacher and peers in class, using resources and materials, including online as appropriate, and with some interaction beyond the classroom with members of Italian communities. Italian is used by the teacher in classroom routines, structured interaction and learning tasks.

Texts and resources

Students listen to, read, view and interact with a range of texts for a variety of purposes such as personal, social, informational, transactional, imaginative and expressive. They develop skills in planning, drafting and presenting descriptive and informative texts and learn to participate in collaborative tasks, games and discussions. They compose and present simple texts such as stories, poems, songs/rap, blogs, advertisements, reports, journal entries. They develop metalanguage for referring to Italian language and learning, and use processing strategies such as comparing and categorising that draw on their developing understanding of text conventions and patterns. They learn to identify how cultural values and perspectives are embedded in texts and become aware that language choices determine how people and circumstances are represented.

Features of Italian language use

Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They build a vocabulary –relating to people and things in their immediate worlds. They learn how to use definite and indefinite articles. They learn to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject-verb-object), which are enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive

devices. They develop a language for interacting with the teacher and each other. They learn to identify between formal and informal register. They develop their metalanguage by applying it to features of Italian.

Level of support

Students require support to build on existing language learning strategies and knowledge, such as using mnemonic devices and developing a metalanguage to talk about language and culture and language learning. Scaffolding is continuously provided by the teacher and by support materials such as word banks, focussed language activities and interactive models of language use and analysis.

The role of English

English language serves two main functions in the Italian class: it represents a point of reference for Italian learning by comparing structures, features, and cultural meanings in both languages, and it is used when appropriate for explanation, reflection and discussion.

Content Descriptions and Elaborations

Communicating

Socialising

8.1. *Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes [Key concepts: naming, friendship, family, celebration, leisure, neighbourhood. Key processes: interacting, exchanging, describing]*

- learning how to use greetings, introducing themselves, expressing state of health and wellbeing, appreciation, wishes and leave-taking, using appropriate familiar or formal language, for example, *Mi chiamo…e tu? Come ti chiami? Ho 12 anni. Sono Carla. Ciao Giorgio, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani. A domani. Buongiorno, arrivederla. Come si chiama? Buongiorno professoressa come sta*?

- describing and comparing friends and family, for example, using [subject + verb + adjective]: *Il mio amico è simpatico.*

- describing routines, events and leisure activities such as: *Ogni weekend vado al cinema…Mi piace/non mi piace* + [infinitive verb]. *Gioco a / pratico*, and comparing these to similar events for Italian peers

8.2. *Participate in individual or collective action in speaking and writing by making arrangements, inviting, planning, deciding, and responding [Key concepts: activity, rules, politeness. Key processes: arranging, negotiating alternatives, deciding, responding]*

- exchanging details about events such as time, day, place, activity and participants, for example *Vieni a…con me? Sì/no. D'accordo. A che ora? Quando? Dove? Con chi? Che tempo fa?*

- negotiating and making arrangements for social or sporting events by using texts such as messages, emails, invitations, text messages, and using expressions of possibility, need and obligation [modal verb+ infinitive] in set phrases: *Vuoi venire a …… Non voglio venire…., Voglio/non voglio…..Posso/non posso venire…., Forse sì / forse no.*

8.3. *Participate in spoken and written transactions including purchasing goods and services; giving and following directions and instructions [Key concepts: social exchange, etiquette. Key processes: negotiating, describing, transacting, ordering]*

- participating in real and imagined situations such as purchasing a ticket for an event or choosing a gift for someone, for example *Quanto costa…*[+ definite article or demonstrative + noun]? *Cosa prendi?…un caffè…e tu?*

- asking for, giving and following directions, for example *Dov'è? Qui / Là. Dove si trova? A destra/sinistra. Vicino a / lontano da; sotto / sul*

8.4. *Develop language to interact in classroom routines and tasks for example posing questions; asking for repetition; rephrasing; explaining; asking how to say something in Italian; expressing opinion; giving and following instructions [Key concepts: class routine, responsibility, community. Key processes: questioning, negotiating]*

- posing questions, for example *Perché? Come si scrive? Può/puoi ripetere? Come si dice…? Come? Come si fa? Secondo me…Penso di sì/penso di no…Di chi è?;* explaining, for example*, È mio/è di Luisa*

- requesting information and permission, for example: *Posso andare in bagno? Mi presti la matita?*, asking for explanation, and following instructions.

Informing

8.5. *Identify factual information from a range of spoken, written and multimodal texts, process and represent meaning through, for example, classifying, sequencing and summarising [Key concepts: concepts drawn from texts selected and learning areas across the curriculum. Key processes: locating, ordering, classifying, comparing, tabulating]*

- identifying context, purpose and audience of modified authentic texts such as conversations, advertisements, weather reports, instructions, timetables, recipes, signs

- listening/reading for key ideas across a range of familiar subject matter presented in different formats, such as, geography – Italy's place in Europe, home, travel, leisure and sport

- sequencing instructions or actions by using temporal markers such as *Prima… poi…dopo….alla fine*

- sharing interpretations of written and spoken texts, considering their understanding of the Italian cultural dimensions in texts, and comparing own interpretations with others, for example, sharing understandings of an advertisement

8.6. *Convey factual information and ideas through a range of spoken and written texts, using information from a range of sources [Key concepts: society, event, fact, opinion. Key processes: describing, comparing, presenting]*

- describing a person, place, object, event in their local environment using [article+ subject+verb+adjective] including negative expressions *è/non è simpatico/ cattivo; di legno/ di ceramica; è interessante/difficile*

- comparing aspects of daily life across cultures, for example, *fare la passeggiata,* eating habits, variations in school life and routines

- presenting data in various forms from surveys, for example, a class survey of mobile phone use/internet use/text messaging habits, television viewing or hours of sport:

Italian - Revised Years 7 to 10 (Year 7 Entry) Sequence

cinque persone non hanno un cellulare; tanti/pochi…la maggior parte…; il 15 per cento; due su venti…

- *collecting, collating and presenting data using online survey software*

Creating

8.7. *Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, key ideas and messages [Key concepts: moral/message, sequence, performance, identity, imagination, character. Key processes: understanding, connecting. Key text types: description, narrative, cartoon]*

- describing characters for example: *Chi? Com'è? Come fa?;* events for example: *Cosa succede? Quando?;* settings for example: *Dove?;* key ideas; asking questions' for example *Perché?;* sequence for example: *prima… poi …dopo*

- listening to and reading stories, songs, poems, noticing aspects of meaning and style, for example, use of rhythm, rhyme, choice of key words

- re-interpreting and performing stories and songs by retelling the sequence, or re-ordering the events in a story, creating an alternative representation or ending in spoken or written form

- comparing aspects of theatre across cultures focussing on the purpose, origins and values

- presenting short exchanges in Italian

8.8. *Create imaginative texts that reflect events, characters, emotions from their own experiences [Key concepts: imagination, message. Key processes: expressing, connecting. Key text-types: narrative, description]*

- creating texts such as raps, poems, lyrics, photo stories, cartoons, short stories based on personal experiences

- producing and presenting digital stories for younger learners, for example, using characters such as: *Pulcino Pio*

- creating additional characters, storylines, and alternative endings to familiar stories

- creating glossaries and vocabulary lists using spellchecking software

Translating

8.9. *Translate phrases and short texts from Italian to English and English to Italian, identifying how cultural concepts are meshed in language and explaining differences in meanings [Key concepts: equivalence. Key processes: translating, interpreting, comparing]*

- translating short texts, recognising when literal translation is or is not possible, for example in idiomatic expressions such as: *In bocca al lupo!* and discussing reasons for equivalence or non-equivalence

- learning how to make and use glossary lists for different purposes or people and how to use print and digital dictionaries

- describing local environment, lifestyle and events, considering what will require explanation or elaboration or illustration to make sense to an Italian audience, for example, BBQ, suburb, distance

- identifying Italian–English cognates and using them to predict meaning, for example *dizionario* – dictionary, *farmacia* – pharmacy, *intelligente* – intelligent, *mercato* – market

- developing awareness of Italian–English false friends and noting whether they assist or inhibit meaning, for example *parenti* – relatives (not parents), *libreria* – bookstore (not library), *crudo* – uncooked (not crude), *bravo*-good (not brave).

8.10. *Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ [Key concepts: bilinguality, appropriateness. Key process: noticing comparing]*

- creating texts such as picture dictionaries, photo stories, with bilingual captions

- creating digital texts such as annotated maps or building plans to highlight aspects of culture such as school life: *aula magna, bidello/a, mensa, venire a scuola in motorino*

- creating captions and labels related to immediate environment such as developing bilingual school timetables and signage such as *la mensa, il campo sportivo, le scale;* explaining how the translated labels do not necessarily capture differences in reality.

Reflecting

8.11. *Reflect on their own and others' responses to experiences of interaction related to diverse cultural practices. [Key concepts: agreement/disagreement, positioning, norms, comfort/discomfort. Key processes: comparing, noticing, reflecting]*

- listening to and viewing interactions, for example, using short video clips, noticing social norms such as levels of formality in opening and closing conversations

- reflecting on how interactions are conducted in Australia and in Italy, such as differences between exchanging social niceties or the efficiency of the exchange in, for example, the context of school, marketplace, shopping, *Buongiorno. Mi dica…/ Desidera?*

- participating in guided bilingual discussion of experiences and reactions, noticing challenges and adjustments: *Cosa noti di diverso? Cosa pensi? Penso che… Che differenza c'è tra fare un acquisto in Italia e in Australia? Secondo me…*

8.12. *Reflect on own identity including as a user and learner of Italian through connecting observations made about experiences over time [Key concepts: membership, sequence. Key processes: connecting, exchanging, reflecting]*

- creating spoken or written texts to identify and describe significant people, events, experiences, membership of groups, for example, sporting groups, cultural groups that have shaped personal identity

- describing, in spoken or written form, a significant person in one's life, discussing their personal qualities and why this person is important; how they are similar to this person, using language such as *Anch'io;….è importante per me perchè; io sono come…; assomiglio a…*

- presenting personal profiles to others, considering which aspects of their identity to reveal to people in different contexts

- presenting aspects of personal experience using digital photo stories with audio

- creating timelines to show significant events in their lives that have shaped them, including visual representations

- comparing and contrasting experiences as a learner of Italian, for example, by comparing journal entries recorded over time

Understanding

Systems of language

8.13. Develop awareness of features of the Italian sound system including pronunciation, syllable stress, rhythm and intonation and how these are represented in the written form.

- listening to and producing the sounds of Italian; noticing sound–symbol correspondence, for example consonants (*famiglia, gnocchi, chiesa, barche*), vowel combinations (*buono, chiave, ciliegia*) and double consonants (*sono* and *sonno*)

- using the Italian alphabet, making connections between spoken and written forms, understanding the effect of accents, for example, *città, perché*; noting differences between Italian and English use of capital letters

- recognising differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example: *Vai a casa? Vai a casa!*

- using capitals or not when creating own texts, for example, omission of capitals with weekdays, months of the year and nationalities

- checking pronunciation of words using sound files and text to speech software

- recording individual words to create a talking dictionary

8.14. Understand and use key features and patterns of the Italian grammatical system, including: definite and indefinite articles; gender and agreement; present tense of regular and common irregular verbs and simple sentence construction.

- Learning how to use:

- nouns: identifying people and things – singular and plural regular forms, gender, some exceptions; developing awareness of various categories of nouns with common endings such as *–ista, –zione, –tore, –trice* and comparing them to their English equivalent, for example *il/la dentista*, *la stazione*, *il vincitore/la vincitrice*

- definite and indefinite articles: use and omission

- adjectives: to describe things – agreement and exceptions; and possessive adjectives, for example: *Il mio libro*

- demonstratives *Questo `e il libro*

- interrogatives: *Chi, che, cosa, quale, come*?

- subject pronouns *io, tu, lui, lei*

- numerals: cardinal, ordinal, dates, time

- prepositions of time and place to describe when and where

- articulated prepositions: (for recognition only) with *a, da, in, di, su*

- commonly used adverbs to qualify nouns and verbs

- verbs: describing actions, for example parlare, cantare; state (*essere*) and possession (*avere*) in the present tense of regular and common irregular verbs with formulaic use of modal, reflexive verbs and verbs in simple present perfect tense

- sentence structure to construct simple sentences in Italian (subject–verb–object): making statements, asking questions and giving/receiving instructions (verb+object) for example: *Non ti piace il gelato?; Chiudi il libro.*

- negation: forming negative statements and questions

8.15. *Understand the features of common spoken, written and multimodal texts.*

- understanding and using cohesive devices to help sequence ideas, such as conjunctions: linking ideas and actions, for example *e, ma, perché, anche, o, invece*

- recognising the conventions of simple Italian texts, for example, postcard, letter, email, card, blog, conversations (face to face and phone)

- analysing simple spoken, written, digital texts to understand different kinds of language use (personal, descriptive and informative) and how to achieve textual cohesion, for example, use of fillers in spoken texts such as *insomma*, *beh, boh, allora*

- learning to talk about language features and word order using relevant metalanguage such as verbs, adjectives, nouns and pronouns, for example, How do we know if this word is singular or plural *è singolare o plurale? Perché?* and comparing grammatical features in Italian and English.

Language variation and change

8.16. *Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies according to the context of situation, participants, roles and relationships, and in the context of culture.*

- noticing patterns in language use based on gender, age, social status, purpose, for example, discussing appropriate greetings for people of different age and/or status such as a neighbour or a teacher

- comparing register in texts and explaining the use of language such as polite and familiar forms

8.17. *Analyse and understand the dynamic nature of Italian and languages in general*

- exploring the influence of technological change on Italian language such as:

    - the borrowing and adapting of technical terms, *cliccare, il mouse, la password, chattare*

    - observing the changes to language when used in abbreviated forms in multimedia communications, for example, 6 = *sei*, x = per, + = *più*, - = *meno*, TVTB = *ti voglio tanto bene*, k = *che*

- understanding the effect of other cultures on Italian such as use of borrowed words *il make-up, il bebé, un tailleur, il wurstel, il krapfen*

- recognising that Italian is used in diverse communities and changes in response to local cultural contexts

8.18. Analyse and understand the place of Italian locally and internationally including the relationship between standard Italian and regional dialects and Italian in the ecology of languages in Australia.

- understanding that differences exist between standard Italian language, regional varieties and dialects exists, such as by comparing lexical differences, gestures and accents

- recognising that standard Italian is used in diverse communities throughout the world and that many speakers of Italian may also speak a regional and/or local dialect.

- examining the presence of Italian within the Australian linguistic landscape, for example through signage, the culture of coffee, food, art and music, newspapers, SBS television and radio, the interpreter service

- exploring the changing profile of languages in Australia such as by comparing maps of languages over time, developing a class language tree, examining the Australian Languages map, conducting a survey about languages spoken at home or in the community, examining census data.

- presenting connections between languages and dialects using graphic organisers.

Role of language and culture

8.19. Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values.

- reflecting on how cultural assumptions and values are meshed with choices in language use such as *fare bella figura; fare brutta figura; Buon appetito- Grazie altrettanto*

- examining how one's own communication carries assumptions and values that impact on interpretation and understanding

- developing language to discuss, question and share understandings with others non-judgmentally

Years 7 and 8 Achievement Standard

By the end of Year 8 students engage in social interaction to exchange greetings, ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example: *Non mi piace la pallacanestro.* They participate in classroom routines. They respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. They use well-rehearsed language related to their personal experiences in both spoken and written forms, predominantly in the present tense, for example stating preferences in sports, leisure activities and entertainment. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as scripts, captions, descriptions, conversations and correspondence, about themselves, their personal worlds and immediate needs, interests and preferences. They provide simple descriptions, using definite and indefinite articles, adjectives and adverbs appropriately. They connect ideas using linking

conjunctions such as *e, ma, però, anche, perché-, invece* to create simple texts using known vocabulary and structures.

Students are aware of similarities between Italian and English and understand that they are related languages which borrow from each other. They recognise that languages do not always translate directly. They reflect on how culture is depicted in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, using simple statements to identify features of text types such as letters, emails, descriptions and narratives. They are aware that language reflects contexts of situation and culture; of differences between standard, dialect and regional forms of Italian; of the impact of technology and media on communication and language forms; of the mutual influence between Italian and English; and of the inter-relationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, to intercultural experience, and consider how their response may be shaped by their own language and culture.

Years 9 and 10

Band description

The nature of the learners

This stage of learning Italian coincides with learners having a more established sense of themselves as language learners and awareness of the relevance of second language learning to work and life. Their Italian knowledge base is more explicit, allowing for greater autonomy and control of use. They work more deductively with language and culture systems, and apply more intentional learning strategies including reflecting on their personal learning.

Italian language learning and use

This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example digital and hypermedia, collaborative performance and group discussions). Learners use Italian to communicate and interact with each other and with on-line resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing to their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression. They learn to analyse and reflect on different viewpoints and experiences including their own cultural stance, action and responses.

Contexts of interaction

Learners interact with peers and teachers in local contexts that relate to their social and learning worlds, and with some members of broader Italian-speaking communities and cultural resources through virtual and online environments.

Target language texts and resources

Students work with a range of texts, tasks and experiences which involve both independent and collaborative planning and performance, some resource development and intentional and strategic use of language and cultural resources. They learn to interpret, create, evaluate and perform different types of texts such as procedural, persuasive, and narrative across a range of domains. Genres such as media resources, fictional and non-fictional texts, performances and research projects allow for exploration of concepts of personal and contemporary relevance (such as the environment, identity, relationship, diversity and inclusivity).

Features of Italian language use

Learners experiment with intonation and supporting gestures to convey emotion or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They are encouraged to extend their use of language beyond familiar contexts by using verbs (irregular and reflexive), increasing their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time (e.g. *prima…poi…infine*). They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.

Level of support

While learners are increasingly autonomous when using Italian in familiar domains, they require continued scaffolding and support when using the language in less familiar contexts involving more abstract concepts. They draw on peer support, working collaboratively with each other, sharing knowledge to construct meaning. The learner is supported in relation to language use through explicit teacher instruction and feedback; and is provided with opportunities for reflection through structured tasks and scaffolded discussion. Students extend their critical analysis skills and autonomy through activities such as evaluating the effectiveness of dictionaries and online translators, managing records of their learning, building resources for independent work.

The role of English

Some of the discussion and reflection in relation to learners' developing communicative competence, intercultural capability and language analysis is carried out in English, to allow for more elaborated discussion, but learners are increasingly supported to build language to express ideas, opinions and reactions in Italian.

Content descriptions and elaborations

Communicating

Socialising

10.1.   Initiate and sustain interaction to develop relationships with peers and adults, to exchange and compare ideas, experiences, opinions and feelings [Key concepts: naming, relationships, generational change, values. Key processes: exchanging, comparing]

- exchanging experiences and describing events, expressing hopes, opinions and ambitions, giving reasons for plans, for example: *Penso di [+ infinitive]; preferisco…e tu?; E tu, cosa pensi? Sono d'accordo con te/lei…; Sei d'accordo? Non m'interessa; Puoi venire a… ? No, devo studiare / Non ora. Oggi… A presto. Divertiti*!

- narrating past experiences and events of significance, for example, holidays, special events, travels, for example: *prima… poi… dopo… infine*...

10.2.   Participate in individual and collective action by deciding, explaining and justifying [Key concepts: environment, fairness, community. Key processes: discussing, debating, commenting, comparing]

- participating in planning and decision-making with others, for example, arranging an event, a class debate, a letter to the principal/local council, performance, a petition, an excursion or guest speaker: *Devo/Dobbiamo organizzare…. Cosa dobbiamo fare? Chi invitiamo? Bisogna* [+ infinitive]. *Vuoi venire al dibattito con me? Come possiamo convincere il comune a…? Scriviamo una lettera per convincere il preside a…*

- expressing, contrasting and comparing views on particular expectations and issues such as use of social media at school, by writing blogs, emails and letters, using, for example, *sono d'accordo, non sono d'accordo; vorrei dare la mia opinione*

10.3.   Participate in spoken and written transactions, including obtaining and negotiating diverse services and problem-solving [Key concepts: value. Key processes: comparing, negotiating]

- participating in written and spoken conversations, for example, discussing possibilities regarding travel to Italy; purchasing goods such as fashion items, musical equipment, a mobile phone: *Quanto costa il biglietto per…? Vorrei il biglietto più economico.*

Posso/vorrei vedere l'ultimo modello del telefonino? Ha una custodia colorata? Queste scarpe sono piccole; ho bisogno di un numero più grande. I pantaloni sono troppo larghi. C'è la taglia più piccola?

- corresponding to express a complaint about a poor quality service and suggest a way to improve it

- applying for a part-time job and participating in a mock interview

- requesting a service such as changing a flight, exchanging currency, purchasing a SIM card, confirming accommodation

10.4. *Use classroom language to question, elicit and offer opinions, compare and discuss idea [Key concepts: compromise, debate. Key processes: expressing, questioning, presenting, representing]*

- learning how to use communication strategies, such as asking for repetition or clarification or questioning further, for example: *Scusi non ho capito; puoi/potresti ripetere? Puoi aiutarmi a* [+ infinitive]?

- participating in reflective activities, and evaluations of classroom experiences, for example: *Perché/come mai…? È giusto? Secondo te..? Forse…, Dal mio punto di vista…, A mio avviso…, Penso che sia…, Sono sicuro che…, È chiaro che…*

Informing

10.5. *Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas and represent meanings, opinions, perspectives as appropriate to particular audiences [Key concepts: images, media, representation, relationship. Key processes: identifying diverse perspectives, transposing, connecting, applying]*

- listening to, viewing and reading texts that reflect aspects of Italian culture, art, history, geography and sharing the information, for example, comparing online tourist brochures; reading or viewing a series of advertisements and creating own, for example, to attract Italian tourists to an Australian city/town/area

- researching, recording and synthesising information from texts, including television programs, reports, interviews, video clips, documentaries, graffiti and social networks, using tools such as tables, concept maps, webbing and charts to organise and order information and inform others of findings

- evaluating and synthesising information, deducing meaning, and identifying cultural references in texts that show different representations of Italian culture.

- conducting online surveys to report on attitudes and issues such as water usage, consumption, technology use, music, celebrities

10.6. *Convey information, and compare diverse perspectives from multiple sources in Italian [Key concepts: public, representation, globalisation. Key processes: reporting, relating]*

- reporting current events and topics related to personal worlds, through reports, summaries, biographies, journal entries, for example; presenting a profile of favourite artist/famous person; reporting the findings of a survey using language such as: *Il documentario …presenta la storia di…, l'articolo parla di…, rappresenta il punto di vista di…, [lo scrittore] pensa…; La maggior parte di/la minor parte di/il 20 per cento di*

persone [+ verb]*…; entrambi, tutti/pochi studiano ogni sera; a differenza di, però; Il depliant australiano sottolinea di più….*

- connecting and presenting information showing varying perspectives such as child or adult, Australian and/or Italian, insider/outsider, rural/urban, using present, past and future tenses as appropriate, for example, *Il mondo è pieno di cibi diversi; ci sono bambini che hanno poco da mangiare*

- relating information and justifying personal opinions with evidence from the text, *Mi è piaciuto molto l'articolo perché…*;

- preparing a poster/blog/advertisement to promote a particular issue, event or behaviour, such as recycling, conservation and sustainability

- presenting information about the movement of people including to and from Italy, such as comparing stories of migration and the phenomenon of asylum seekers

Creating

10.7. *Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate [Key concepts: relationship, imagination. Key processes: comparing, connecting/relating. Key text types: narrative, biography, song]*

- listening to and reading narratives, biographies and autobiographies to explore representations of life experience in relation to concepts such as adolescence, relationships and roles

- identifying practices, values and beliefs of characters in extracts from contemporary Italian literature, film and popular culture, comparing these with texts in own language and culture and with their own experiences

- exploring how values and practices may have changed over time by comparing texts, for example, analysing the lyrics of Italian popular songs and singer/songwriters *cantautori,* for example, *"L'italiano" di Toto Cutugno*

- reflecting on own experiences, practices, attitudes, interpretations and reactions and those of imaginary characters in texts using structures such as: *Anch'io penso che…*, In Australia *invece…; Non credo di* [+infinitive…]…, *Anch'io ho avuto/sperimentato…*

- changing aspects of a story for example locating it in a different time or place or developing an alternative ending and explaining the value of each version

- writing poems, letters or emails to characters of a story/film, for example, *Pinocchio*

- interpreting how sounds, images, body language and language choices in texts such as songs and films carry Italian values, for example, the value of love and family in films such as *La vita è bella*

10.8. *Create imaginative texts to express experiences, ideas and emotions. [Key text types: autobiography, biography. Key processes: creating, expanding, connecting]*

- creating texts based on examples or models, for example, depictions of characters, children's stories

- creating texts to entertain others, expressing real and imagined experiences, ideas and emotions, for example, a rap about being young; a video about an imaginary school; a

cartoon about a real or fictitious hero; a short story about an inanimate object coming to life

Translating

10.9. *Translate texts from Italian to English and English to Italian to compare different versions for different audiences and contexts. [Key concepts: representation. Key processes: translating, considering alternatives, interconnecting, explaining, reflecting]*

- comparing different translations of the same message in Italian and English, for example; *Devo scappare/andare/correre* can be translated as 'I must/I have to/got to run/go'

- translating texts and explaining choices in renderings, for example, in public signs, for example: *Non calpestare l'erba (Keep off the grass, Don't walk on the lawn, Don't trample the grass)*

- using print and digital dictionaries to select appropriate meaning from alternatives provided; comparing translations with peers and explaining cultural references and expressions such as *fuori* (literally 'outside'; 'out of your mind'; *su di giri* (literally 'revved up'; 'excitable, stressed') and any aspects 'lost in translation'

- using online translators and discussing problems associated with them by comparing different versions of translations

- translating and discussing idiomatic expressions in both Italian and English, for example *Non vedo l'ora* (I can't wait!); *Era ora!* (Finally! It was about time!); *Lasciami stare*! (Leave me alone!), *Ma dai*! (Come on!); *Tocca ferro*! (Touch wood)

10.10. *Create bilingual texts related to experiences where aspects of Italian and Australian culture might differ. [Key concepts: interculturality. Key processes: comparing, reflecting, evaluating, explaining]*

- creating bilingual resources to support the sharing of experiences, for example, a photographic display or a digital presentation with captions, a bilingual guide/handbook for a particular group

- presenting a photographic display with bilingual captions, depicting important social occasions in comparative perspective, for example, a wedding, Christmas, Labour Day

- adding subtitles and captions in English to complement the Italian language audio of video clips and photo stories

Reflecting

10.11. *Interact in Italian with the teacher, peers and others and exchange reactions and responses to ideas, issues and experiences being discussed. [Key concepts: comfort/discomfort, multiplicity, reflective literacy. Key processes: connecting, decentring, reflecting, questioning assumptions]*

- noticing differences between Italian and English ways of communicating which involve cultural dimensions, for example when corresponding with Italian classmates and analysing language choices such as references to aspects of culture using language such as: *E tu, cosa ne pensi...?*

- decentre from their own primary linguistic and cultural world and to reflect on being a communicator and user of Italian in a variety of social situations, considering their own positioning and values in relation to others

- reinterpreting own experiences of using and learning Italian across diverse experiences: listening to/reading others' perspectives and language use, comparing and interconnecting to own experiences, forming an opinion and articulating own reactions to another person's responses, recognising comfort/discomfort in the use of language in interactions with diverse others, for example: *Sono d'accordo. Mi sento a disagio*

- developing a metalanguage for discussing ideas, issues and experiences of intercultural communication.

10.12. Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence. [Key concepts: memory, language affiliation, judgment. Key processes: connecting, evaluating, reflecting]

- recounting personal experiences and expressing opinions through a range of texts, using present and past tenses as appropriate, for example, writing an autobiography indicating how their identity has changed and why; writing a narrative about their family history, generational influences, *Ammiro… Giovanni perché è venuto in Australia da solo quando aveva diciotto anni*

- reflecting on texts such as diaries, articles and documentaries about the lives of Italians in the diaspora; making comparisons with learners and speakers of Italian, for example, through interviews, social media, wikis and video; discussing how people's identities, values and beliefs, including their own, are maintained and change over time

- comparing and contrasting Italian and Australian experiences such as a concert or celebration, teenage use of technology (mobile phones, social networking), and considering how their own and others' identity may shift according to place and time; discussing cultural notions of 'self' as public or private

- engaging with other learners and speakers of Italian, through diverse media such as social media, wikis and video, to describe experiences of using and learning Italian, seeking advice about how to learn and navigate Italian language and culture such as taboo topics, personal space, and perceptions of image, for example: *È permesso parlare di politca/religione? Con chi? Perché no?* ; surveying class/school mates, relatives, neighbours, friends to examine how identities may vary

- reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures; noticing the adjustments made when interacting with diverse people.

Understanding

Systems of language

10.13. Understand the features of Italian sound and written systems, including pronunciation, stress and intonation.

- recognising some common interjections, for example, *oh!, e? cioè, ahimè, ohimè, uffa!*

- recognising the differences in pronunciation of words with similar spelling, for example, *sùbito, subito*

- comparing and contrasting the pronunciation of similar sounding words using text to speech software or the audio option of word processing programs

- recognising common cognate words in speech, for example, *organizzazione, programmare, arrivare*

- identifying and interpreting sounds and textual features such as onomatopoeia, repetition simile and metaphor to express emotion and convey attitudes

- analysing visual texts such as films and interactions to understand how sound, gesture and body language support meaning

- recognising the difference between anglicised and Italian pronunciation

10.14. Extend and use more complex features and patterns of the Italian grammatical system including: possessives, reflexives, demonstratives and relative pronoun forms; irregular and reflexive verbs; comparatives and superlatives.

- Learning how to use:

- articles: rules for inclusion or omission, for example: *mio padre* and *il mio papà; Signora… è la signora…*

- nouns: irregular plurals such as *la città – le città, il dito – le dita*; collective nouns such as *la gente*

- pronouns: possessive; demonstrative; relative, for example, *Chi è questo?*

- comparatives and superlatives (regular and irregular) to make descriptions more precise, *il film è più bello di…; è bellissimo*

- adverbs of time and manner, such, as *ieri, di solito*

- prepositions: (articulated or simple) to indicate destinations, directions, *in Italia, a Roma, al parco*

- interrogatives

- verbs: indicating action in the present (including, irregular verbs and reflexives) and across time: present perfect; imperfect; exposure to the future and conditional tenses and impersonal '*si'*; using modals to indicate ability/willingness/necessity

- compound sentences such as: *Mi piace la pizza ma non la mangio* and complex sentences such as *La città che ho visitato era bellissima*.

10.15. Analyse the features of a range of spoken, written and multimodal texts recognising grammatical structures, cohesion and coherence.

- comparing procedural, recount, persuasive texts in Italian and English, for example, recipes, weather reports, advertisements and describing their similarities and differences

- understanding coherence at a whole text level such as the use of cohesive devices, linked paragraphs and sequencing of ideas

10.16. *Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the context of situation and culture.*

- analysing the appropriateness of language choices for a given context and purpose according to age, relationship, gender, for example, the context of use for phrases such as: *non mi va* as compared to *non mi piace;*

- analysing differences in communicative style between formal and informal interactions: *Come va? Come stai?*

- noticing changes in style, lexicon and grammatical structures, observing how the same facts may be communicated differently by different people in different contexts, for example:describing a school assignment, *Non sono stato promosso/a; Sono stato bocciato/a*

10.17. *Analyse and understand the dynamic nature of languages, including Italian.*

- developing awareness of the Latin origins of the Italian language and Indo-European languages, how Italian has developed as a language, and the existence of dialects

- researching the use of dialects, within the context of Italian speaking communities, for example by developing a folio of examples, such as an interview, a blog, community radio and events, and consider the use of dialect and/or standard Italian, and reflecting on the findings

- observing changes over time in levels of formality and pace of speech, particularly in spoken Italian, for example, forms of address *tu/Lei*/voi/Loro

- exploring, expanding and consolidating word usage using online applications relating to proverbs, sayings and set phrases

10.18. *Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia.*

- analysing examples of Italian used in the Australian context; for example, by compiling a record of language observed in the community, noting the contexts or domains in which these occur, and comparing observations made with others

- discussing the choices made by bilingual users of language about which language to use when, and the impact on such choices

- researching the changing nature of languages in contemporary Australia, and considering how it relates, for example, to migration

The role of language and culture

10.19. *Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity.*

- examining the link between language and cultural values and phenomena evident in Italy, for example, the appreciation of things of beauty and style expressed by the concept of '*la bella figura';* the connotation of the concept of *'mammone'*

- examining how one's personal language and culture influences one's responses to others

- analysing and discussing language choices by asking, for example, Who uses this expression and where? Why is it meaningful? Why is it used?

- evaluating one's own and others' assumptions and generalisations about values, beliefs, cultural norms and practices of Italian speaking communities and how these influence intercultural exchange

- comparing and sharing each other's responses in class to a given topic, reflecting on how different people are perceived through their expression of values and beliefs

- understanding how language and culture convey the value of respect, such as inviting participation in discussion respectfully, for example, *Cosa ne pensi? Sei d'accordo? È giusto? In Australia invece….. A differenza di….*

Years 9 and 10 Achievement Standard

By the end of Year 10 students use a range of everyday language in spoken and written Italian to exchange information about their personal, social, local and global worlds. They communicate thoughts and opinions and offer reasons for points of view, opinions and preferences. They make comparisons, express desires and plans for the future. They give presentations and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (*prima…poi…infine*); qualify statements, for example through the use of relative clauses. They express comparison and contrast, for example, (*a differenza di; invece)*; give reasons and justify opinions. They use simple Subject–Verb–Object constructions, extending or qualifying their message, for example through adding complements, using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.

Students have developed a metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, noticing features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of diverse perspectives on issues or practices being discussed. They recognise that Italian language use varies according to context, purpose and mode. They consider social and cultural practices of Italians in Italy, Italians in diaspora, and people in Australia. They are aware of the relationship between Italian and English both in terms of similar meanings and 'false friends' and recognise that certain concepts cannot be translated from Italian to English. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They recognise the role of language and culture in shaping experience and the way in which their past experiences shape their identity.

Communicating *Using language for communicative purposes in interpreting, creating and exchanging meaning*				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising/ exchanging	Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes. [Key concepts: naming, friendship, family, celebration, leisure, neighbourhood. Key processes: interacting, exchanging, describing]	Initiate and sustain interaction to develop relationships with peers and adults, to exchange and compare ideas, experiences, opinions and feelings. [Key concepts: naming, relationships, generational change, values. Key processes: exchanging, comparing]
		Taking action	Participate in individual or collective action in speaking and writing by making arrangements, inviting, planning, deciding, and responding. [Key concepts: activity, rules, politeness. Key processes: arranging, negotiating alternatives, deciding, responding]	Participate in individual and collective action by deciding, explaining and justifying. [Key concepts: environment, fairness, community. Key processes: discussing, debating, commenting, comparing]
		Transacting	Participate in spoken and written transactions including purchasing goods and services; giving and following directions and instructions. [Key concepts: social exchange, etiquette. Key processes: negotiating, describing, transacting, ordering]	Participate in spoken and written transactions, including obtaining and negotiating diverse services and problem-solving. [Key concepts: value. Key processes: comparing, negotiating]
		Interacting (developing classroom language)	Develop language to interact in classroom routines and tasks for example posing questions; asking for repetition; rephrasing; explaining; asking how to say something in Italian; expressing opinion; giving and following instructions. [Key concepts: class routine, responsibility, community. Key processes: questioning, negotiating]	Use classroom language to question, elicit and offer opinions, compare and discuss ideas. [Key concepts: compromise, debate. Key processes: expressing, questioning, presenting, representing]

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Using language for communicative purposes in interpreting, creating and exchanging meaning</td>
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<tr>
<th>Sub-strand</th>
<th>Description</th>
<th>Thread</th>
<th>Years 7 and 8</th>
<th>Years 9 and 10</th>
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<tr>
<td rowspan="2">INFORMING</td>
<td rowspan="2">Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.</td>
<td>Obtaining and using information</td>
<td>Identify factual information from a range of spoken and written texts, process and represent meaning through, for example, classifying, sequencing and summarising.

[Key concepts: concepts drawn from texts selected and learning areas across the curriculum. Key processes: locating, ordering, classifying, comparing, tabulating</td>
<td>Select and organise information from a range of spoken written and multimodal texts in Italian; process and analyse ideas and represent meanings, opinions, perspectives as appropriate to particular audiences.

[Key concepts: images, media, representation, relationship. Key processes: identifying diverse perspectives, transposing, connecting, applying]]</td>
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<td>Conveying and presenting information</td>
<td>Convey factual information and ideas through a range of spoken and written texts, using information from a range of sources.

[Key concepts: society, event, fact, opinion. Key processes: describing, comparing, presenting]</td>
<td>Convey information, and compare diverse perspectives from multiple sources in Italian.

[Key concepts: public, representation, globalisation. Key processes: reporting, relating]</td>
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<td rowspan="2">CREATING</td>
<td rowspan="2">Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.</td>
<td>Participating in and responding to imaginative experience</td>
<td>Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, key ideas and messages.

[Key concepts: moral/message, sequence, performance, identity, imagination, character. Key processes: understanding, connecting. Key text types: description, narrative, cartoon]</td>
<td>Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate.

[Key concepts: relationship, imagination. Key processes: comparing, connecting/relating. Key text types: narrative, biography, song]</td>
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<tr>
<td>Creating and expressing imaginative experience</td>
<td>Create imaginative texts that reflect events, characters, emotions from their own experiences.

[Key concepts: imagination, message. Key processes: expressing, connecting. Key text-types: narrative, description]</td>
<td>Create imaginative texts to express experiences, ideas and emotions.

[Key processes: creating, expanding, connecting; Key text types: autobiography/biography]</td>
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			Communicating *Using language for communicative purposes in interpreting, creating and exchanging meaning*	
Sub-strand	**Description**	**Thread**	**Years 7 and 8**	**Years 9 and 10**
TRANSLATING	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating/ interpreting	Translate phrases and short texts from Italian to English and English to Italian, identifying how cultural concepts are meshed in language and explaining differences in meanings. [Key concepts: equivalence. Key processes: translating, interpreting, comparing]	Translate texts from Italian to English and English to Italian to compare different versions for different audiences and contexts [Key concepts: representation. Key processes: translating, considering alternatives, interconnecting, explaining, reflecting]
		Creating bilingual texts	Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ. [Key concepts: bilinguality, appropriateness. Key process: noticing comparing]	Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ. [Key concepts: interculturality; Key processes: comparing, reflecting, evaluating, explaining]
REFLECTING	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on intercultural experience and responses, reactions, adjustments	Reflect on their own and others' responses to experiences of interaction related to diverse cultural practices. [Key concepts: agreement/disagreement, positioning, norms, comfort/discomfort. Key processes: comparing, noticing, reflecting]	Interact in Italian with the teacher, peers and others and exchange reactions and responses to ideas, issues and experiences being discussed. [Key concepts: comfort/discomfort, multiplicity, reflective literacy. Key processes: connecting, decentring, reflecting, questioning assumptions]
		Reflecting on self as language user and how identity is shaped by interaction	Reflect on own identity including as a user and learner of Italian through connecting observations made about experiences over time. [Key concepts: membership, sequence. Key processes: connecting, exchanging, reflecting]	Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence. [Key concepts: memory, language affiliation, judgment. Key processes: connecting, evaluating, reflecting]

			Understanding *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*	
Sub-strand	**Description**	**Thread**	**Years 7 and 8**	**Years 9 and 10**
SYSTEMS OF LANGUAGE	Understanding the language system, including sound, writing, grammar and text.	Sound and writing, systems	Develop awareness of features of the Italian sound system including pronunciation, syllable stress, rhythm and intonation and how these are represented in the written form.	Understand the features of Italian sound and written systems, including pronunciation, stress and intonation.
		Grammatical system	Understand and use key features and patterns of the Italian grammatical system, including: definite and indefinite articles; gender and agreement; present tense of regular and common irregular verbs and simple sentence construction.	Extend and use more complex features and patterns of the Italian grammatical system including: possessives, reflexives, demonstratives and relative pronoun forms; irregular and reflexive verbs; comparatives and superlatives.
		Text structure and organisation	Understand the features of common spoken, written and multimodal texts.	Analyse the features of a range of spoken, written and multimodal texts recognising the grammatical structures, cohesion and coherence.
LANGUAGE VARIATION AND CHANGE	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place. .	Variation in use	Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies according to situations; participants, roles and relationships; and the context of culture.	Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the context of situation and culture.
		Change over time	Analyse and understand the dynamic nature of Italian and languages in general.	Analyse and understand the dynamic nature of languages, including Italian.
		Communicating in diversity/ multilingualism	Analyse and understand the place of Italian locally and internationally including the relationship between standard Italian and regional dialects, and Italian in the ecology of languages in Australia.	Compare and contrast aspects of communication and the relationship among languages in the ecology of languages used in the ecology of languages in Australia.
ROLE OF LANGUAGE AND CULTURE	Analysing and understanding the role of language and culture in the exchange of meaning.	Analysing language and culture in intercultural exchange	Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values.	Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity.

Italian – Revised 7-10 (Year 7 Entry) Scope and Sequence – November 2013