Year 7 to 10 (Entry)

Languages

Italian

Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0

Languages – Italian: Year 7 to 10 (Entry)

Contents

Context statement

Context statement for Italian

The 3 interrelated aims of the Australian Curriculum: Languages are to develop knowledge, understanding and skills to ensure that students:

- develop linguistic competence
- understand language and culture and their interrelationship, and thereby develop an intercultural capability
- understand themselves as communicators.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating meaning in Italian: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding language and culture: analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

The 2 strands are divided into sub-strands. The content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads providing a deeper level of detail. Content descriptions are provided at band level supported by elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

This Italian scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language. Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence
- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted for clarity and to emphasise the progression of achievement
- explicit plain English interpretations of content descriptions at band level
- advice through content elaborations to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way to guide planning of interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, openness to multiple experiences and perspectives; and the capability to reflect on their own cultural identity and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Years 8	Years 10
By the end of Year 8, students:	By the end of Year 10, students:
use Italian language to **interact** and **collaborate** with others **share** information and **plan** activities in familiar contexts **respond** to others' contributions **recognise** familiar gestures, questions and instructions in exchanges **recognise** relationships between spoken and written forms **locate** and **respond** to information in texts **use** non-verbal, visual and contextual cues to help make meaning **respond** in Italian or English, and **demonstrate** understanding of context, purpose and audience in texts **use** familiar language, and modelled sentence and grammatical structures to **create** texts **demonstrate** understanding of how some language reflects cultural practices **approximate** Italian sound patterns, intonation and rhythms **demonstrate** understanding that Italian has conventions and rules for non-verbal, spoken and written communication **comment** on aspects of Italian and English language structures and features, using metalanguage **demonstrate** awareness that the Italian language is connected with culture and identity, and that this is reflected in their own languages, cultures and identity.	**initiate** and **sustain** Italian language to **exchange** and **compare** ideas and experiences about their own and others' personal world **communicate** using non-verbal, spoken and written language to **collaborate**, **plan** and **reflect** on activities and events **interpret** and **analyse** information and ideas in texts and; **demonstrate** understanding of different perspective **synthesise** information and **respond** in Italian or English **adjust** language to **convey** meaning and to **suit** context, purpose and audience **use** structures and features of spoken and written Italian to **create** texts **apply** features of the Italian sound system to enhance fluency **demonstrate** understanding of the sound system in spoken exchanges **select** and **apply** knowledge of language conventions, structures and features to **interact**, **make** meaning and **create** texts **support** discussion of structures and features of texts, using metalanguage **reflect** on their own language use and cultural identity **draw** on their experience of learning Italian, to **discuss** how this learning influences their ideas and ways of communicating.

Scope and sequence

Strand: Communicating meaning in Italian

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Interacting in Italian

Socialising, exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions, varying language according to context, purpose and audience; participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Year 7	Year 8	Year 9	Year 10
Interact with others using familiar language to exchange information in familiar contexts about self and personal world, varying language according to situation and relationship.		Initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, feelings, experiences and opinions about their own and others' personal world, varying language according to purpose and relationship.	
Students: • **interact** using introductions and greetings appropriate for the time of day and relationship, for example, *Buongiorno/buonasera, Mi chiamo … e tu? Come ti chiami?* • **give** information about self, such as name, birthdate, age, for example, *Mi chiamo Antonietta, Il mio compleanno è il 2 febbraio, Ho 12 anni* • **describe** and compare friends and family using modelled language, for example, [subject + verb + adjective] *Il mio amico è simpatico, Tuo fratello e`* • **express** interests, likes, dislikes, for example, *Mi piace/Non mi piace* • **notice** patterns in language use based on gender, age, situation and relationship, for example, discussing appropriate greetings for people of different ages and/or status • **compare** register in a range of interactions and explain the use of language such as familiar and polite forms, *tu* and *Lei*.	Students: • **socialise** by sharing good wishes, enquiring about health and wellbeing, and leave-taking with appropriate formal and informal language, for example, *Ciao Giorgio, come stai? Sto bene/male, e tu? Mi dispiace, Ci vediamo domani, A domani, Buongiorno, ArrivederLa, Come si chiama? Buongiorno prof.* • **inform** others about family and home-life, for example, *i miei genitori sono nati in …, abitiamo a … mia nonna è di origine …* • **describe** and **share** routines, events, leisure activities and preferences, for example, *Ogni weekend vado al cinema …, Gioco a calcio il sabato, Nel mio tempo libero mi piace + [infinitive verb], e tu, cosa fai?, Preferisco … e tu?, E tu, cosa pensi?* • **recognise** that many Italian speakers are multilingual and may alter their language use according to situation, for example, using a regional language with family members and Standard Italian whilst at work or in the classroom • **identify** how different levels of formality are expressed through language choices associated	Students: • **initiate** interactions by asking and responding to questions about familiar topics, common interests and routines, for example, *Hai fratelli e sorelle? Come si chiamano? Ho due fratelli ed una sorella, Si chiamano Matteo, Luca e Luisa, E tu?* • **exchange** hopes and opinions, for example, *Hai visto il film? Si, ho visto/No, non ho visto, Mi e` piaciuto/Non mi e` piaciuto, Com' e` andata la festa OR com'e` stato il compleanno? Secondo me* • **recount** past experiences, for example, holidays, significant events and milestones using language to express feelings such as, *L'anno scorso, Tre anni fa, A Natale Quando avevo … anni, Mi sono sentito/a fiera, triste, contenta, Sono stato/a, E` stata una giornata, E` stata una vacanza* • **identify** differences in communicative style between formal and informal interactions, for example, *Come va? Come stai?* • **observe** how the same information may be communicated differently in different contexts for different purposes, for example, using the 24 hour clock to express time in relation to timetables, *il treno parte alle 13:00,* or, *Non sono*	Students: • **initiate** and **sustain** interactions by asking and responding to questions considering levels of formality, and seeking repetition and clarification, for example, *Prego? Può ripetere la domanda per favore?* • **exchange** opinions and ambitions and give reasons for plans, for example, *Penso di [+ infinitive] perché …, preferisco … perché …, 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, Nel futuro mi piacerebbe studiare/lavorare, Vorrei diventare* • **share** ideas and feelings about own and other's personal worlds and **compare** with those of Italian teenagers • **narrate** past experiences and events of significance, sequencing ideas, for example, *prima …, poi …, dopo …, alla* • **consider** the appropriateness of language choices for a given context and purpose when writing texts by thinking about age, relationship and gender, for example, deciding between

Year 7	Year 8	Year 9	Year 10
	with gender, age, social status or relationship, in both written and spoken texts.	*appassionato/appassionata di matematica*, rather than, *Non mi piace la matematica.*	*cordiali saluti* and *ci sentiamo* when signing off formal and informal emails • **notice** how variations in language use and communicative behaviours reflect how emotions or attitudes, such as respect or embarrassment, are expressed across languages and cultures.

Key concepts: identity, community, interculturality, variation **Key questions:** • What is identity? • How does my identity change in different situations? • How can we show formality or informality through the language choices we make? • How does the language you use need to change to best express your message?	**Key concepts:** relationships, experience, perspective, variation **Key questions:** • How do our relationships affect the language we use? • Is there a right or wrong way to communicate? • How do we form opinions? • How does the way we use language change for different audiences?

Thread: Building language for classroom interaction

Year 7	Year 8	Year 9	Year 10
Use Italian language to **interact** in exchanges, routines, tasks and responsibilities related to the classroom and interests.		Use Italian language to initiate exchanges to **question**, **offer** opinions, and **compare** and **discuss** ideas.	

Students:	Students:	Students:	Students:
• **develop** classroom language by responding to class instructions, for example, *aprite i vostri libri, alza la mano per parlare,* with appropriate actions and gestures • **ask for** clarification in Italian regarding presented content, for example, *Come si scrive? Può/puoi ripetere? Come si dice …?* • **use** appropriate language to apologise and request permission, for example, *Mi dispiace per il ritardo, Posso andare in bagno?*	• **interact** by requesting information using appropriate language, for example, *Mi presti la matita? Può spiegare la seconda domanda?* • **pose** questions, express opinion and **offer** explanation, for example *Perché?, Come? si fa? Secondo me …, Penso di sì/penso di no …, Di chi è?, È mio/a, E` di Luisa* • **follow** instructions and **ask** for explanations, for example, *ragazzi, non usate il laptop per fare il compito …, va bene, prof., ma posso usare il dizionario?*	• **seek** support through communicative strategies such as questioning further or asking for repetition or clarification, for example, *Scusi, non ho capito, Puoi/Potresti ripetere? Puoò/Potrebbe ripetere?* • **share** opinions and ideas in class discussions on topics such as the Australian and Italian school systems, for example, in Italia, *tanti studenti tornano a casa per pranzare ma frequentano anche il sabato, Non mi piace l'idea di … preferisco …* • **acknowledge** the contributions and opinions of peers using positive evaluative language as set phrases, such as, *Brava! Ben-fatto! Ottimo! Mi piace molto la tua idea*.	• **use** Italian to **enquire**, for example, *Sei stato/a in Italia? Cerco informazione per …* • **initiate** interactions with peers to seek and offer support, for example, *Posso aiutarti?, Ti serve aiuto? Puoi aiutarmi a [+ infinitive]?* • **compare** and discuss classroom experiences, for example, *Perché/come mai …? È giusto? Secondo te …? Forse …, È chiaro che* • **use** respectful language to express agreement or disagreement, for example, *Si, hai ragione, No, non sono d'accordo … Non è vero, dal mio punto di vista ….*

Key concepts: routine, politeness, procedure **Key questions:** • What routines do we need in the classroom and why? • What's the daily language of our classroom? • How do we show politeness when requesting or apologising? • What skills do I need to give and follow instructions effectively?	**Key concepts:** respect, comparison, opinion **Key questions:** • What skills do we need to share and compare opinions respectfully? • What language builds a supportive, respectful classroom?

Thread: Taking action and transacting

Year 7	Year 8	Year 9	Year 10
Organise activities relating to daily life and school environment, and **contribute** to non-verbal, spoken and written transactions with peers using familiar language.		**Plan** shared activities, events and experiences, taking action and **transacting** using non-verbal, spoken and written exchanges.	

Students:

- **participate** in individual or collective action by sharing details about planned events, for example, *A che ora? Quando? Dove? Con chi?*
- **make** arrangements to meet friends including the necessary details, for example, writing text messages and emails using modelled language such as, *ci vediamo domani al cinema a mezzogiorno*
- **respond** to invitations for events using expressions of possibility, need and obligation in set phrases, for example, *Voglio/non voglio venire …, Posso/non posso venire …, Forse sì/forse no, Non posso perche` devo ….*
- **participate** in modelled and rehearsed transactions, for example purchasing food, a ticket for an event or choosing a gift for someone, *Quanto costa* [+ definite article or demonstrative + noun]*? Cosa prendi? … un caffè, … e tu?*
- **request** and **follow** directions in set scenarios, for example a lost tourist asking a local for directions, for example, *Dov'è? Qui/là, Dove si trova? A destra/sinistra, Vicino a/lontano da, sotto/sul.*

Students:

- **contribute** to individual or collective action by inviting others to shared events and planning the details, such as participants and the nature of activity, for example, *Vieni a … con me? Sì/no, D'accordo, Con chi? Che tempo fa?*
- **decide** purpose, and related details of social events with peers beyond school, such as a party, for example, *la feta di Luca, venerdì sera, al parco*
- **arrange** events through the use of texts, such as messages, emails and invitations, for example, *Vuoi venire a …, Possiamo andare insieme*
- **interact** with peers to give and follow instructions orally or in writing to perform a procedural task, for example, to follow a recipe or play a game
- **engage** in real and imagined transactions for obtaining services and goods, such as using public transport or differentiating between items at a market, for example, *Quanto costa la giacca nera? È molto cara…e quella marrone?*

Students:

- **engage** in individual or collective action to **plan** and **organise** school-related activities, such as arranging a performance, attending a debate, or organising an Italian showcase for open night or an article in a newsletter, using language to show agreement, *sono d'accordo/non sono d'accordo, secondo me …*
- **make** plans for actual or virtual experiences, such as a combined excursion with other Italian classes, or planning for a study tour, and **explain** decisions about time, places and transport, for example, *Solo, due giorni in Toscana!? Ma, voglio vedere il duomo di Firenze e anche visitare Pisa e Siena ….*
- **engage** in conversations to negotiate for and purchase goods, for example, the purchase of fashion items, *Queste scarpe sono strette, Ho bisogno di un numero / della misura più grande, I pantaloni sono troppo larghi, C'è la taglia più piccola?*
- **correspond,** for example, via email to investigate the possibility of travel to Italy, *Quanto costa il biglietto per …?, Vorrei il biglietto più economico*
- **negotiate** a service, for example changing a flight, exchanging currency, purchasing a SIM card or confirming accommodation, *Vorrei prenotare/cambiare la mia prenotazione, Vorrei confermare.*

Students:

- **collaborate to plan** a class or school event , for example, an Italian conversation club, excursion or guest speaker, using expressions such as, *Devo/Dobbiamo organizzare … Cosa dobbiamo fare? Chi invitiamo? Bisogna* [+ infinitive], *Vuoi venire al dibattito con me?*
- **take action** on personal issues, for example the use of social media at school, or environmental issues, for example, use of plastics, by writing blogs, articles and letters, using expressions such as, *Sono d'accordo, Non sono d'accordo, vorrei esprimere la mia opinione*
- **negotiate** the purchase of goods, for example, a mobile phone, *posso vedere l'ultimo modello del telefonino, Ha una custodia colorata? Quanto costa? E` in offerta? E` scontata? E` il miglior prezzo?*
- **correspond to problem-solve** a poor-quality service and suggest a way to improve it, for example, a lack of audio sets for students on a guided walking tour of Florence
- **participate** in a mock interview, for example, applying for a part-time job, asking for information such as pay rate, and **negotiating** details, such as start date and working days.

Year 7	Year 8	Year 9	Year 10
Key concepts: participation, planning, transaction, procedure **Key questions:** • Why is planning important? • How can we share roles and work together to make arrangements? • How does role-play in different scenarios help us learn about languages and cultures? • What language choices are we making when we borrow, buy, sell, swap and trade? • What makes an interaction a transaction?		**Key concepts:** collaboration, organisation, transaction, negotiation, problem-solving **Key questions:** • Why is it important to collaborate? • What happens when we consider a scenario from a range of perspectives? • How do we negotiate decisions when we have different ideas and opinions?	

Sub-strand: Mediating meaning in and between languages

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts. Moving between languages and cultures non-verbally, orally and in writing, recognising and explaining different interpretations.

Thread: Obtaining and using information

Year 7	Year 8	Year 9	Year 10
Locate and process information and ideas in familiar spoken, written and multimodal texts.		Analyse information, synthesise ideas and notice perspectives in a range of texts.	
Students: • **locate** key details by listening to, viewing and reading texts on familiar subjects presented in different formats, for example, about home, school, holidays and interests; using non-verbal, visual and contextual cues to help make meaning • **classify** a range of simple texts by topic and gist, for example timetables, recipes and signs • **order** information about people and time by sequencing steps or actions, by using temporal markers such as *Prima …, poi …, dopo …, alla fine* • **read** simple informative texts such as descriptions of peers, family members or well-known people, and **match** the people to their images or profiles.	Students: • **identify** information by listening, reading and viewing texts and **notice** Italian expressions and interactions, for example, when a customer orders coffee at a bar, and **respond** by sharing interpretations with others • **note** context, purpose and audience in familiar texts such as conversations, advertisements and diary entries • **process** and **present** information in new ways, for example, by listening to groups of Italian teenagers talking about their hobbies, and visually **summarise** the data using graphic organisers, such as bar/pie graphs.	Students: • **select** information from a range of texts, including reports, video clips and notices, and use tools such as tables and charts to **organise** and **order** information and **inform** others of findings • **select** and **record** information from texts about Australia for Italian audiences, for example video clips, brochures and advertisements and **note** any Australian cultural stereotypes shown • **note** and **compare** opinions by listening to, reading or viewing interviews with ordinary or famous people.	Students: • **select** and **organise** information from a range of informative texts on the same topic, **record** key ideas using tools such as guided note-taking or concept maps, and **respond** by informing others of the varying perspectives found in different types of texts, for example in documentaries, advertisements and television news items • **identify** references in texts that show various representations of Italian culture, such as in magazines and promotional tourist material, and **synthesise** the information to **analyse** ideas presented • **conduct** student surveys to **report** on attitudes towards personal, local and global issues such as the use of social media and environmental concerns, and **re-present** the findings to a particular audience.
Key concepts: discovery, classifying, processing **Key questions:** • What is the difference between fact and fiction? • How can we locate the information we need?		**Key concepts:** reliability, processing, analysis, perspective **Key questions:** • How do we know what sources of information are reliable and trustworthy? • What processes could we use to analyse a text? • Where can I see culture reflected in texts?	

Thread: Participating in and responding to imaginative experience

Year 7	Year 8	Year 9	Year 10
Participate in and **respond** to imaginative experiences, by **identifying** key ideas and messages, and making connections with cultures, characters, settings and events.		**Engage** with and **respond** to imaginative texts, sharing views about themes, events and values, and making connections with own cultures, experiences and other texts.	
Students: • **listen** to, **read** and **view** imaginative texts such as stories, songs or rhymes and **answer** teacher directed questions about content by using modelled language, *come si chiama il protagonista? il protagonista si chiama …* • **identify** key events by creating timelines to indicate the order of events in stories and songs, *Cosa succede? Quando?* • **describe** settings, *Dove?*, and characters by creating profiles of the protagonists and antagonists, *Chi? Com'è? Come fa?* • **share** reactions by using modelled language and expressions in response to creative texts, for example, view a well-known or contemporary Italian artwork and comment, *è meraviglioso! che bello questo quadro, mi piacciono i colori, al centro/in fondo c'è /ci sono, si vede/si vedono.*	Students: • **listen** to, **read** and **view** stories, songs and poems, noticing aspects of meaning and use of language, for example, use of rhythm, rhyme and choice of key words • **identify** key events by establishing sequence, for example, *prima …, poi …, dopo,* and summarise the characters, setting and main events by considering who, where, when, what and why • **reinterpret** and **perform** creative texts in spoken or written form, by reordering the events in a story, or creating an alternative ending or representation of a character • **identify** key ideas or messages in a story or play, for example, the setting or moral, and consider how they are represented across cultures.	Students: • **respond** to imaginative texts, such as stories, film or drama, by writing short structured reviews stating views on themes and events. • **state** views about events and themes by annotating relevant sections in imaginative texts, for example, *Sono/Non sono d'accordo, Secondo me, film tratta dell'amicizia* • **identify** practices, values and beliefs of characters in extracts from contemporary Italian literature, film and popular culture, and **contribute** to class discussions. • **consider** own experiences, to interpret actions of characters in imaginative texts, for example, *Anch'io penso che …, Anch'io ho avuto/ fatto l'esperienza ….*	Students: • **engage** and **experiment** with imaginative texts, for example**,** by changing aspects of a story, such as locating it in a different time or place, or developing an alternative ending; and **explain** the significance of such changes • **explore** how cultural values and practices may have changed over time by comparing texts from different eras, for example, **analyse** the lyrics of traditional Italian songs and contemporary *cantautori* • **interpret** how sounds, images, body language and language choices in texts such as artworks, songs and films carry Italian values, for example, *Il film … ci mostra l'importanza della famiglia* • **compare** own practices, attitudes, interpretations and reactions and those of people represented in texts such as biographies and autobiographies for example, *anche nella mia famiglia …, non credo di [+ infinitive…].*

Key concepts:

imagination, response, message

Key questions:

• Why do we tell stories?

• Is there a message in every imaginative text?

• What do I really think about the message in this imaginative text?

• How can imaginative experiences help us to learn languages and understand cultures?

Key concepts:

engagement, opinion, connection

Key questions:

• What makes an imaginative text engaging?

• Why do we sometimes have differing opinions about an imaginative experience?

• From whose perspective is the imaginative text told or expressed?

• How can imaginative experiences help us understand the relationship between language and culture?

• What can we learn about culture from texts?

• How do imaginative texts influence our feelings?

• How do stories change as they are retold?

Thread: Translating, interpreting and explaining meaning

Year 7	Year 8	Year 9	Year 10
Translate and **interpret** familiar texts from Italian to English and vice versa, and **explain** differences in meanings.		**Translate** and **interpret** non-verbal, spoken and written interactions and texts from Italian to English and vice versa, and **explain** translation choices and cultural ideas.	

Students:

- **develop** strategies to help **predict** and **interpret** meaning, such as scanning for key words and visual cues in texts
- **translate** phrases and short texts from Italian to English and vice versa, and **notice** when word-for word translation is or is not possible, as well as Italian–English cognates and loan-words, for example, *dizionario intelligente, computer, i broccoli* to predict meaning
- **develop** awareness of Italian–English false – cognates (false friends) and **reflect** upon how they assist or inhibit meaning, for example, *parenti, libreria, crudo, bravo*
- **make** and **use** glossary lists for different purposes and audiences, for example children, international students, visitors, and learn how to use print and digital dictionaries.

Students:

- **translate** and **interpret** short texts, from Italian to English and vice versa, recognising when literal translation is or is not possible, for example, in idiomatic expressions such as *In bocca al lupo! Sei proprio in gamba!*, and **discuss** reasons for equivalence or non-equivalence
- **describe** the local environment, lifestyle and events, considering what will require explanation, elaboration or illustration to be understood by an Italian audience, for example, 'BBQ', 'suburb', and vast geographical distances
- **explain** to peers and family members interesting aspects of Italian language and cultures in texts, for example, **explain** phrases, expressions and gestures that do not have an equivalent meaning in English
- **identify** instances in translating oral or written texts where language use varies depending on formality or relationship, for example, use of regional languages with family and Standard Italian in the classroom.

Students:

- **translate** texts such as public signs from Italian to English and vice versa, and **consider** choices in different versions, for example, *Non calpestare l'erba, '*Keep off the grass/Don't walk on the lawn/Don't trample the grass'
- **select** appropriate and relevant meanings from alternative translations provided in print and digital dictionaries, and **identify** reasons for choices
- **interpret** idiomatic expressions in both Italian and English, for example, *Non vedo l'ora! Era ora! Lasciami stare! Ma dai! Tocca ferro,* and note cultural ideas embedded within them
- **identify** differences in formal and informal interactions and consider how these are handled in translation.

Students:

- **compare** translations from Italian to English and vice versa with peers, and **explain** cultural references and expressions, such as *fuori di testa,* or *su di giri* and any aspects 'lost in translation'
- **compare** different translations of the same message in Italian and English, for example, *Devo scappare/andare/correre*
- **interpret** and **compare** different translations of a text, including versions created by online translators, by annotating the text **noting** any issues or incorrect translations, offering reasons as to why this may be
- **explain** language choices for a given context, audience and purpose, for example, deciding between *cordiali saluti* and *ci sentiamo* when translating formal and informal emails.

Key concepts:

translation, interpretation, explanation, comparison, equivalence

Key questions:

- What helps us predict the meaning of words and expressions?
- How can we move between languages and cultures?
- Why is there more than one way to translate or interpret meaning from one language or culture to another?
- Are online translators a help or a hindrance?

Key concepts:

translation, interpretation, explanation, comparison, translatability

Key questions:

- Can we separate language from culture?
- Why is it difficult to translate a word or expressions without context?
- What does 'lost in translation' mean?
- How do I explain cultural sayings or expressions that have no direct translation?

Sub-strand: Creating text in Italian

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Thread: Conveying and presenting information

Year 7	Year 8	Year 9	Year 10
Convey and **present** information for familiar contexts, purposes and audiences.		**Convey** and **present** information for a range of contexts, purposes and audiences.	

Year 7

Students:

- **share** information about self, peers or familiar topics, using bilingual or multilingual labels, captions or descriptions, for example, a description of a person, place, object or event using [article + subject + verb + adjective], including negative expressions, such as, *è/non è simpatico/cattivo, di legno/di ceramica, è interessante/difficile*
- **report** on events and activities in their personal life or at school, through a digital post, class talk, labelled diagrams, charts or illustrated schedules
- **present** familiar and new information on aspects of immediate world or local environment, for example, by describing a person, place, object or event using [article + subject + verb + adjective] including negative expressions, for example, *è/non è simpatico/cattivo, di legno/di ceramica, è interessante/difficile*
- **locate** data in Italian, such as information related to Australia and Italy, for example, statistics concerning population, land mass, average climate, and languages spoken by citizens and **present** results in visual formats for school and community engagement
- **create** written or digital bilingual resources for own use in the classroom, such as word banks, personal glossaries, Italian–English dictionaries, or a bank of terms or expressions that have cultural associations including explanations.

Year 8

Students:

- **present** information to the school community or a sister school about their personal world or community, such as a bilingual introduction to their family, neighbourhood or school, a report on a community guest for the classroom, an account of an excursion to an Italian restaurant, or a summary of a week of their life as an Australian teenager, for example, *andare a scuola in motorino, tornare a casa per pranzare*
- **share** data gathered through peer online surveys, for example, about their daily routines, mobile phone/internet use, television viewing or hours of sport played, for example, *cinque persone non hanno un cellulare, tanti/pochi … la maggior parte …, il 15 per cento, due su venti …*
- **share** aspects of daily life across cultures, including in Australia and Italy, for example, the concept of *fare la passeggiata*, or mealtimes, through oral presentations or short written descriptive texts
- **create** bilingual texts, noticing how meanings need to be tailored for different audiences and contexts, for example, simple housing descriptions and advertisements that reflect varying needs and preferences for those living in Australia and Italy, such as house vs apartment, or a travel brochure designed to inform readers about a region in Italy
- **correspond** with students in Italy and make choices about when to use Italian or English depending on the topic and nature of the interaction, for example, when describing teenage experiences.

Year 9

Students:

- **convey** and **present** information related to personal worlds, for example, a profile of a favourite artist or famous personality
- **create** texts to promote awareness of a particular issue, event or behaviour, such as recycling, healthy food choices, sport and fitness options, for example through a poster, blog or advertisement
- **identify** and **present** peer viewpoints on current events, for example, the findings of a survey, *La maggior parte di/la minor parte di/il 20 per cento di persone* [+ verb] *…, entrambi, tutti/pochi*
- **create** bilingual resources to support the sharing of experiences, for example, create websites or printed guides for prospective international students at Italian or Australian schools, highlighting key terms and expressions associated with traditions, curricula, or schedules
- **create** vocabulary lists and annotated cultural explanations for Italian-speaking audiences, for example, visitors to events such as Australian sports days, swimming carnivals or picnics, explaining cultural elements.

Year 10

Students:

- **present** information on topics of global importance, such as migration or food security, and **compare** varying perspectives: child/adult, Australian/Italian, insider/outsider or 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 mangiar*
- **convey** information and **justify** personal opinions with evidence from texts, for example, *Mi è piaciuto molto l'articolo perché.*
- **create** a photographic display with explanations in Italian, English and other known languages depicting important social occasions in comparative perspective, for example, the ways in which weddings, milestones and spiritual beliefs are celebrated
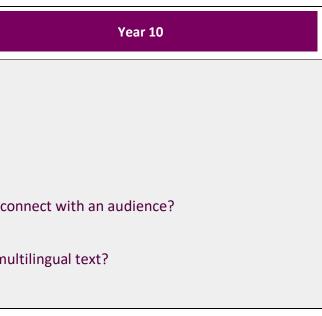- **add** subtitles and captions in English to complement the Italian language audio of video clips and photo stories
- **produce** bilingual instructional texts, explaining aspects of Australian and Italian life, for example, cooking on a campfire, the rules of a sport such as netball or Australian Rules football or *come fare bella figura* in Italian.

Year 7	Year 8	Year 9	Year 10
Key concepts: creating, sharing, presenting, bilingualism, multilingualism **Key questions:** • What is my biodata? • How could I share information about my world in an interesting way? • How do you think visuals help to convey meaning? • Which languages do I use, and when? • How does being bilingual or multilingual help our learning?		**Key concepts:** creating, conveying, presenting, bilingualism, multilingualism **Key questions:** • How do texts convey cultural ideas? • How do we select the best modes and texts to engage and connect with an audience? • How does being bilingual or multilingual advantage me? • What real-life situations would benefit from a bilingual or multilingual text?	

Thread: Creating and expressing imaginative experience

Year 7	Year 8	Year 9	Year 10
Create and **express** imaginative experiences for familiar contexts, purposes and audiences.		**Create** and **express** imaginative experiences for a range of contexts, purposes and audiences.	
Students: • **create** texts; for example, chants, acrostics, photo stories and cartoons based on personal or familiar experiences • **create** own picture book for a younger audience with a repetitive narrative structure based on a character from an existing Australian children's book • **make** additional characters and storylines or alternative endings for familiar stories using Italian, English and known languages • **design** and **create** texts to share with family and friends for significant events and occasions, such as greeting cards, using modelled phrases, for example, *tanti auguri di pronta guarigione, Alla migliore mamma del mondo* • **create** and **perform** a series of vignettes as a class for peers or parents, drawing on familiar experiences.	**Students:** • **create** characters and scenarios associated with own experiences and present to peers as a role play, rap or dance using Italian and English • **make** and **present** digital stories for younger learners, by combining images, audio and video clips • **produce short** texts that express ideas and emotions using modelled language, for example a description of a utopian world or an ideal week, *il primo giorno della settimana ideale, io ....*	**Students:** • **create** texts for a range of contexts, purposes and audiences, based on examples or models, for example, depictions of characters from stories • **create** bilingual texts to entertain others, expressing experiences, emotions and cultural ideas, for example, a rap about teenage life or a cartoon about a hero or a role model • **describe** an imagined experience using a familiar type of text, for example, write an email to family or friends, detailing the first week as an exchange student in Italy, *cari amici australiani, ho già passato una settimana qui a Siena …* • **create** and **share** a song, skit or annotated artwork that expresses own cultural identity.	**Students:** • **create** digital stories involving an imaginary character or avatar, in an Italian speaking fantasy world, incorporating communicative styles and behaviours observed in Italian texts, using Italian, English and known languages • **compose** texts for a range of contexts, purposes and audiences. For example, to entertain or inform others, expressing real and imagined experiences, ideas, emotions, or cultural values, such as, a video about a real or fictional school, or a short story about the local landscape • **create** texts expressing real or imagined experiences from specific eras, locations and contexts, for example retell the experience of a young Italian immigrant to Australia and **present** as a monologue or dramatisation.

Year 7	Year 8	Year 9	Year 10

Key concepts:

creation, reinterpretation, performance, bilingualism, multilingualism

Key questions:

- How can I create a text that will wow the audience?
- How can I reinterpret a text without losing the essence?
- How can I demonstrate cultural knowledge in my performance?
- How can we communicate when we don't speak the same language?
- What are the benefits of using more than one language when creating texts?

Key concepts:

expression, design, engagement, bilingualism, multilingualism, translanguaging

Key questions:

- What makes an imaginative experience entertaining and engaging?
- Why is self-expression important?
- How can I represent languages and cultures through imaginative experience?
- How could being multilingual help when creating texts?
- What is translanguaging and when do we use it?

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural identity

Year 7	Year 8	Year 9	Year 10
Consider own and peers' reactions to intercultural experiences; and **reflect** on own identity as a user and learner of Italian.		**Discuss** reactions, responses and assumptions when participating in intercultural experiences; and **reflect** on how learning Italian shapes own ideas, ways of communicating and cultural identity.	
Students:	Students:	Students:	Students:
recognise how own background, age and interests may contribute to assumptions that impact intercultural interaction; by participating in guided discussion of the nature and role of 'culture', and its relationship with language with reference to Italian, English and other known languages **recognise** the use and cultural significance of gestures and body language and select those that can be easily incorporated into own interactions when communicating in Italian, for example, use of eye contact and physical proximity **notice** social norms, such as levels of formality in conversations, by listening to and observing interactions between Italian speakers, for example, *Ciao Marco, come sta? Sto bene Signora Berti, e Lei?* **collate** the language experiences of the class, including first languages, additional languages, languages learnt at school and languages understood or exposed to, **reflecting** on own languages and how they have influenced own identity **create** personal profiles to share with peers, considering which aspects of their identity to reveal to people in different contexts **create** timelines of significant events in their life, particularly events that have shaped their intercultural identity, including visual representations such as photos or digital stories.	**consider** how Australia and Australians may be perceived by Italians, for example, the vastness of Australia when planning a holiday, or the multicultural nature of Australian society and **discuss** possible implications of this with peers **recognise** and **discuss** how interactions are conducted in Australia and in Italy by identifying aspects such as the exchange of social niceties or the efficiency of the interaction when shopping, for example, *Buongiorno, Mi dica … /Desidera?* **participate** in guided bilingual discussion of intercultural experiences and personal reactions, **noticing** challenges, stereotypes and adjustments, using language such as, *Quando vedo … mi sento ….* **record** own experiences as a user and learner of Italian, for example, by comparing own journal entries recorded over time, and **reflect** on how these experiences have contributed to own intercultural identity **create** texts to identify and describe significant events or experiences, including membership of groups, for example, sporting or cultural groups, that have shaped personal identity **reflect** on the experience of learning and using Italian, including preconceptions and assumptions, and how own attitudes have shifted or changed over time, for example, by asking themselves, 'How did I feel when I began learning Italian? How do I feel now?, What impact has learning Italian had on my identity?'	**share** personal experiences that have shaped their intercultural identity, for example through a captioned timeline of their family history and cultural influences, *Giovanni è venuto in Australia da solo quando aveva diciotto anni* **discuss** reactions and responses to Italian language intercultural experiences and **consider** how, why or when miscommunication has occurred **reflect** on the experience of learning and using Italian, and **share** how it might enhance their own sense of intercultural identity **consider** how own ways of behaving and communicating might be perceived by Italians or people from diverse backgrounds, for example, personal and family habits and behaviours **develop** metalanguage for discussing ideas and experiences related to intercultural communication, such as, *Cosa noti di diverso? Cosa pensi? Penso che …, Secondo me ….* **reflect** on choices made to present self to others in particular ways or to conceal aspects of identity in some contexts, and **notice** the adjustments made when communicating across cultures **reflect** on the origin of own values, such as honesty and friendship, and own perspectives in relation to matters such as faith and equality.	**observe** and **compare** ways of communicating in Italy and Australia and notice attitudes to interruptions, or degree of directness, and **discuss** own reactions and responses with teacher and peers **discuss** assumptions prior to, during and after intercultural experiences, and whether or not views have changed, and **reflect** on reactions and responses **decentre** from their own primary linguistic and cultural world to reflect on being a communicator and user of Italian in a variety of social situations, considering their own positioning and values **reinterpret** own experiences as a learner and user of Italian by exchanging responses to intercultural issues with teacher and peers and comfort/discomfort in interactions, for example, *Sono d'accordo, Mi sento a disagio.* **connect** with other learners and speakers of Italian to share experiences, and seek advice on how to learn and navigate aspects of Italian language and cultures such as taboo topics, for example, *Si può parlare di politica/religione?* **reflect** on own identity and **express** perspectives through a range of texts, for example, a series of journal entries indicating influences on their identity and whether this has changed and why **reflect** on texts about the lives of early migrant Italians in the diaspora, make comparisons with young learners and speakers of Italian, and **discuss** how people's identities, values and beliefs

Year 7	Year 8	Year 9	Year 10
	• **describe** orally or in writing a significant person in their life, discussing their personal qualities, why this person is important, and how they are similar to this person, for example, *Anch'io; … è importante per me perché, io sono come …, assomiglio a ….*		(including their own) are maintained and/or change over time.

Key concepts:

reflection, identity, diversity, assumption, self-awareness, interculturality

Key questions:

• What makes a great communicator?

• How can we engage with the languages and cultures around us?

• Why does diversity matter?

• How does it feel to learn a new language?

• Which cultures contribute to my identity?

• What's my place in this world?

Key concepts:

reflection, identity, perspective, communication

Key questions:

• What lens do I see the world through?

• How can I adjust my interactions to better understand and be understood?

• How do languages enrich me?

• What is the danger in stereotypes?

• In what ways am I a global citizen?

• What influences my identity?
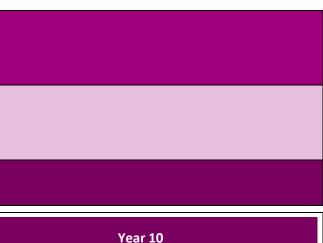
Strand: Understanding language and culture

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding language as a system, including sound, writing, grammatical and textual conventions.

Thread: Sound and writing systems

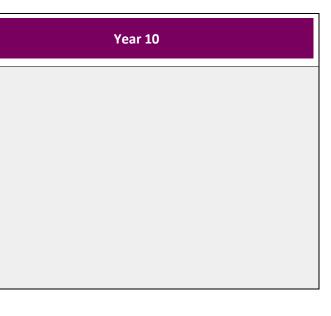| Year 7	Year 8	Year 9	Year 10
Recognise and **use** features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and **demonstrate** understanding of how the sound system is represented in writing.		**Apply** features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation to enhance fluency, and **demonstrate** how the sound system is **represented** in writing.	
Students: • **listen** to and **produce** the sounds of Italian by mimicking teacher instruction, and check intonation and pronunciation of words using sound files and text-to-speech software • **begin to identify** sound-symbol correspondence, for example, all the sounds the Italian alphabet letters make, including some diphthongs (sounds that have 2 vowels), *buono, fiore,* consonant combinations, *gnocchi, famiglia, che, chi* and double consonants, *rosa/rossa, capello/cappello,* and **recognise** the unpronounced *h,* for example, *Ho 6 anni,* and recognise the unaspirated consonants • **recognise** letters not in the Italian alphabet: j-*i lunga,* k-*cappa,* w-*doppia vu,* x-*ics,* y-*ipsilon* • **notice** differences in intonation between statements, questions, exclamations, requests and commands, for example, *Vai a casa? Vai a casa!,* and their representation in writing, including punctuation • **note** differences between Italian and English use of capital letters, and rules of capitalisation, for example, omission of capitals with weekdays, months of the year and nationalities • **listen** to, **pronounce** and **write** high frequency words.	Students: • **identify** sound–symbol correspondence, for example, diphthongs, digraphs and trigraphs such as consonant combinations, *famiglia, gnocchi, chiesa, barche,* vowel combinations, *buono, chiave, ciliegia,* and double consonants, *sono* and *sonno* • **make** connections between spoken and written forms, understanding the effect of grave and acute accents, for example, *città, perché* • **practise** pronunciation of particular sounds and rhythms, for example the rolled *r,* by saying rhymes and recording words to create talking dictionaries • **reproduce** modelled pitch, rhythm, stress, pronunciation and intonation in interactions to develop fluency • **produce** the sounds of Italian by mimicking speakers of Italian, and practise pitch, rhythm, stress, intonation, and pronunciation of words and phrases using digital software, such as pronunciation guides or recording devices • **demonstrate** understanding of how the sound system is represented in written form, by building a bank of high frequency words in written and oral form.	Students: • **enhance** oral fluency by **applying** modelled pitch, rhythm, stress, pronunciation and intonation in spoken Italian • **recognise** the differences in pronunciation of words with similar spelling, but different stresses, for example, *sùbito, subito* • **recognise** the difference between anglicised and Italian pronunciation, for example with loan-words and place names • **apply** knowledge of Italian sounds to **predict** the pronunciation of multisyllabic words • **use** *scioglilingua* to **practise** pronunciation • **identify** common cognate words in speech, for example, *organizzazione, programmare, arrivare* • **develop** sound–symbol correspondence, for example, by transcribing, or taking notes from, short, simple spoken texts.	Students: • **understand** and **apply** pitch, rhythm, stress, pronunciation and intonation to indicate emphasis, emotion or extra effects, or to help the audience create meaning, in conversation or when reading aloud, for example, to indicate direct speech • **understand** and **use** some common interjections in correct contexts using appropriate pitch, rhythm, stress, intonation and pronunciation, for example, *oh!, e?, cioè, ahimè, ohimè, uffa!* • **identify** and **interpret** sound-related text features and devices such as onomatopoeia, repetition and alliteration, and **understand** how they are used to create effect and shape meaning • **analyse** personal interactions and audio-visual texts such as films to understand how intonation and tone support meaning • **understand** how meaning may change by varying stress and intonation in texts.

Year 7	Year 8	Year 9	Year 10
Key concepts: systems, sound, speech, symbols **Key questions:** • What does the Italian language look like and sound like compared to languages I know? • Does pronunciation matter? • How does punctuation change meaning? • What can we learn about a language from its alphabet and symbols?		**Key concepts:** sound systems, writing systems, rhythm **Key questions:** • How can stress and intonation change the meaning? • Is handwriting a lost art?	

Thread: Grammatical and vocabulary knowledge

Year 7	Year 8	Year 9	Year 10
Develop understanding of and **use** structures and features of the Italian grammatical system in spoken and written form, and build vocabulary knowledge.		**Understand** and **apply** structures and features of the Italian grammatical system in spoken and written form, and build vocabulary knowledge.	

Year 7	Year 8	Year 9	Year 10
Students: • **identify** similarities and differences in Italian and English grammatical rules, for example, word order • **recognise** words for people, places, animals and things by following rules related to nouns, such as singular and plural regular forms, gender, and some exceptions, for example, *il cinema* • **use** definite and indefinite articles and **note** rules for omission • **describe** nouns using adjectives and possessive adjectives, for example, *una penna rossa, la mia penna*, **noting** adjective-noun agreement and positioning of adjectives • **use** subject pronouns, for example, *io, tu, lui, lei* • **recognise** and **use** verbs describing state - *essere*, possession – *avere,* and regular verbs describing actions in the present tense, for example *parlare, cantare* • **develop** knowledge of numerals, including cardinal and ordinal numbers, date and time	**Students:** • **identify** people and objects by using and following rules related to nouns, such as singular and plural regular forms, gender, and some exceptions, and **use** the masculine or feminine, singular or plural articles with the nouns in context, where needed • **develop** awareness of various categories of nouns with common endings, such as –*ista,* –*zione,* –*tore* and –*trice*, for example, *il/la dentista, la stazione, il vincitore/la vincitrice,* and nouns with suffixes to denote size, such as *piccolino, bacetto, nasone*, and **compare** them to their English equivalents • **begin to use** commonly used adverbs to qualify verbs and adjectives, such as *molto, sempre, mai* • **use** demonstratives, for example, *Questo è il libro* • **use** interrogatives, for example, *Chi, che, cosa, quale, come?* • **describe** when and where, using prepositions of time and place, for example, *Ci vediamo al concerto dopo scuola*	**Students:** • **use** common nouns and irregular plural nouns, for example, *la città/le città; il dito/le dita,* and common collective nouns, for example, *la gente* • **make** descriptions more precise, using common superlative adjectives, for example, *è bellissimo* • **use** adverbs of time and manner, for example, *ieri, di solito* • **indicate** action in the present with the present tense, including irregular and reflexive forms, for example, *mi alzo presto* • **begin to use** action in the past, with the present perfect tense, for example, *ho visto un film, ha mangiato una pizza, sono arrivati ieri* • further **indicate** action in the past with the imperfect tense by following modelled language, for example, *quando ero bambino …* • **indicate** ability/willingness/necessity using modal verbs, *potere, dovere, volere*	**Students:** • **apply** rules governing inclusion or omission of articles, for example, *mio padre* and *il mio papà, Buongiorno signora …, È la signora …* • **extend** pronoun use including possessive, reflexive, demonstrative and relative, and **begin to use** direct and indirect object pronouns, for example, *lo mangio, gli piace* • **make** descriptions more precise, using comparatives, *Il film è più bello del romanzo.* • **recognise** and **use** action in the future with the future tense, for example, *l'anno prossimo, andrò in Italia* • **recognise** and **indicate** possibility, desire and being less direct, with the conditional tense, for example, *vorrei cambiare lavoro* • **recognise** and **use** passive language with the impersonal *si*, for example, *qui, si mangia bene* • **construct** complex sentences, for example, *La città che ho visitato era bellissima, Se fa freddo,*

Year 7	Year 8	Year 9	Year 10
• **follow** modelled sentence structure to create simple oral and written sentences in Italian (subject–verb–object), for example, *il cane guarda il gatto,* make statements, ask questions and give/receive instructions (verb + object) for example, *chi è?, ascolta la musica!* • **use** conjunctions *e, o* and *ma* to extend sentences, for example, *A me piace la matematica e a lui piace l'arte, Sono simpatico ma timido, Mangi gelato o torta?* • **use** *anche* when listing nouns, for example, *Mi piace la pizza e anche la pasta* • **form** negative statements and questions using negation, for example, *Non ti piace il gelato* • **refer** to grammatical terms and structures using metalanguage • **build** vocabulary that relates to familiar environments such as self, personal world and school.	• **recognise** articulated prepositions with *a, da, in, di, su* • **use** regular verbs and **begin to use** common irregular verbs in the present tense, such as *andare, fare* • **apply** rules governing sentence structure to create simple oral and written sentences in Italian (subject–verb–object), make statements, ask questions and give/receive instructions (verb + object) for example, *Chiudi il libro!* • **use** the conjunctions *cosi, perché* and *però* in complex sentences, for example, *Amo la musica rock perché è forte* • **use** *anche* to express agreement, for example, *Mi piace la pizza. Anche a me!* • **understand** that *perché* can be an interrogative adverb or a conjunction, for example, *Perché ti piace la musica rock? Amo la musica rock perché è forte* • **build** vocabulary that relates to familiar environments such as family, personal world and daily routines.	• **indicate** destinations and directions using simple or articulated prepositions, for example, *in Italia, a Roma, al parco* • **construct** questions using interrogatives, for example, *Chi …? Quando …? Come …?* • **apply** conjunctions and connectives to **construct** compound and some complex sentences, for example, *Siccome sono italiano, parlo italiano, Mi piace la pizza ma preferisco le lasagne, Perché mi piace l'anguria, la mangerò.* • **build** vocabulary that relates to daily life and the world beyond home and school that can be used for cross-curricular content learning.	*indosserò un cappotto, Quando torno a casa, studio* • **make** considered grammar selections and combinations to use language in increasingly complex ways, such as comparing hopes, opinions and ambitions with others and justifying plans • **build** vocabulary to include topic specific terminology and understand how vocabulary choice can add to the meaning, for example, by maintaining a personal dictionary and using a range of appropriate terms in created texts.

Key concepts:

systems, metalanguage, parts of speech

Key questions:

• What do I notice about word order?

• How does using metalanguage help us learn?

• Does grammar always matter?

Key concepts:

syntax, variation

Key questions:

• What elements improve a sentence?

• How does grammar vary across languages I know?

Thread: Text structure and organisation

Year 7	Year 8	Year 9	Year 10
Understand language structures and features of Italian texts and **compare** with English texts.		**Understand** and **discuss** language structures and features of Italian texts.	
Students:	Students:	Students:	Students:
recognise language structures and features of a variety of texts by **listening** to, **viewing** or **reading** simple Italian texts, for example, introductions, recipes, menus, greeting cards and invitations **compare** English and Italian versions of familiar types of texts, noting similarities and differences in language structures and features, for example, word order, punctuation and ways of opening and closing formal or personal letters **experiment** with using cohesive devices such as conjunctions, for example, *e, ma, anche, o, invece* to help link ideas and actions **use** metalanguage in English and Italian to **discuss** familiar language structures and features.	**listen to, read** and **view** a range of familiar Italian texts highlighting the specific language structures and features noticed, for example, in a postcard, letter, email, card, song, short story, description, blog or conversation (face to face and phone/online) **identify** how the choice of language and structure works to suit each text's purpose and audience, for example, how using titles, sub-titles, lists of ingredients/materials and numbered steps in procedures, make the text easy to follow **identify** different kinds of language use and ways to achieve textual cohesion, for example, by the use of interjections in spoken texts such as, *insomma*, *beh, boh, allora* **talk** about grammar and word order in English and Italian using relevant metalanguage such as verbs, adjectives, nouns and pronouns, **identify** if nouns/adjectives are *singolare o plurale*? *Perché?*, and **compare** grammatical features in Italian and English.	**identify** and **compare the** language structures and features of Italian and English versions of different text types, such as weather reports, text messages and horoscopes, noting differences that may be culturally significant **identify** elements that create coherence at a whole text level such as the use of cohesive devices, linked paragraphs and sequencing of ideas, *perché, però, perciò* **apply** knowledge of audience, context and purpose of texts to **predict** the meaning of unfamiliar vocabulary in texts **use** metalanguage in English and Italian to discuss language structures and features of common text types.	**analyse** procedural, recount and persuasive texts in Italian and English, such as recipes, recounts of events, and advertisements. **Understand** their similarities and differences and **evaluate** the effectiveness of language structures and features by **exploring** how grammatical choices, words and images combine to create desired effects, for example, persuading the reader in advertisements **transform** texts in a variety of ways by adjusting language features, for example, by changing existing texts into different text types, and altering text purpose and intended target audience **understand** the elements that create coherence at a whole text level such as the use of cohesive devices, linked paragraphs and sequencing of ideas, for example, use pronouns to refer to nouns (he, she, they, them, we), and conjunctions and connectives such as *invece, mentre, anche, dunque, quindi, perché, cioè* to link and sequence **discuss** language structures and features in Italian and English, using metalanguage pertaining to the specific type of text.

Key concepts:

conventions, cohesion, audience, comparison

Key questions:

- What do I notice about text features and writing conventions across languages?
- What are the features of informative and creative texts?
- How can I make a text flow?

Key concepts:

conventions, cohesion, audience, meaning

Key questions:

- In what ways do texts need to change for different audiences?
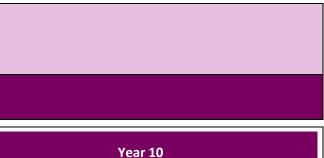- How can I make a text more cohesive?

Sub-strand: Language change and diversity

Understanding how languages change over time and place.

Thread: Language change and diversity

Year 7	Year 8	Year 9	Year 10
Understand the dynamic nature of languages, and recognise the position and diversity of the Italian language locally and internationally.		Understand the dynamic nature of languages, and reflect on linguistic diversity and the relationship between languages in Australia.	
Students: • **understand** that Italian and many other European languages stem from Latin which was spoken by the ancient Romans • **understand** the influence of technological change and globalisation on the Italian language, such as the borrowing and adapting of technical terms, for example, *cliccare, il mouse, la password, chattare* • **discuss** the influence of other languages on Italian, for example, the use of borrowed words such as *il make-up, il bebé, un tailleur, il wurstel, il krapfen* • **understand** that differences exist between Standard Italian, regional varieties and dialects, by, for example, noticing lexical differences and comparing gestures and accents • **consider** reasons why languages change; that some are constantly growing and expanding, while others are disappearing or are being preserved.	Students: • **recognise** the changes to language when used in abbreviated forms in multimedia communications, for example, *6 = sei, x = per, + = più, - = meno, ke = che* • **consider** the changing profile of languages in Australia by, for example, developing a class language tree, examining the Australian Languages map, or conducting a survey about languages spoken at home or in the community • **observe** the presence of Italian in the Australian and world linguistic landscape, for example, through signage, the culture of coffee, food, art and music • **know** that each Italian regional dialect has its own culture, and that languages and cultures change over time due to internal and external influences, reflecting diversity • **understand** that all languages are dynamic; they change and evolve, some are constantly growing and expanding, and others are disappearing or being revived, as in the case of many indigenous languages around the world.	Students: • **understand** the Latin origins of the Italian language and other Indo-European languages; how Italian has developed as a language, and the use of dialects • **recognise** changes over time in levels of formality, particularly in spoken Italian, such as forms of address, for example, *tu/Lei* compared to *voi/Loro* • **consider** the changing nature of languages in contemporary Australia, and consider how it relates to matters such as migration and the continuing use, growth and documentation of Aboriginal and Torres Strait Islander languages • **examine** examples of Italian used in the Australian context, noting the contexts or domains in which these occur, and compare own observations with others.	Students: • **understand** the prevalence of dialects within the context of Italian-speaking communities, for example, by developing a portfolio of examples, gathered through interviews, blogs, community radio and events, considering the use of dialect and/or Standard Italian, and **reflect** on the findings • **reflect** on the changing nature of language in contemporary Italy and the possibility of losing some less commonly spoken regional variations or dialects, and consider how loss of languages may relate to loss of cultures, including in the Australian context • **analyse** the ongoing impact of technology, media and intercultural contact on the contemporary Italian language, for example, the existence of terms such as *infodemia, distanziamento sociale,* and *lockdown* • **reflect** on linguistic diversity in Australia, the relationship between languages, and the ever-changing nature of languages as they have influenced each other, from ancient times to now. • **locate** examples of informal language use amongst young Italian speakers, such as the use of emoticons or casual expressions when texting, for example, *Ti voglio bene, Mi manchi, Un bacio per te, Grazie del tuo aiuto, sei un angelo!, Che nottata! Mi sono divertito un sacco.*

Year 7	Year 8	Year 9	Year 10
Key concepts: globalisation, etymology, influence, change **Key questions:** • How does etymology help us to understand a language? • How do languages spread around the world? • Why do some languages have dialects or variations?		**Key concepts:** globalisation, etymology, influence, change **Key questions:** • How and why do languages influence each other? • Why is it important to maintain or revive languages? • How and why has Italian language evolved and changed over time? • What is the role of slang, abbreviations and acronyms?	

Sub-strand: Interrelationship of language and culture

Analysing and understanding the interrelationship of language and culture in the exchange of meaning.

Thread: Interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
Recognise and understand the interrelationship of language and culture, and consider how language choice reflects values and carries cultural assumptions.		Reflect on and understand the interrelationship of language and culture, and identify cultural assumptions and generalisations.	
Students: • recognise and develop language to discuss and question the relationship between language and culture, with terms such as 'meaning', 'perspective', 'values', 'assumptions', 'generalisation' and 'difference' • participate in guided discussions on the nature and role of 'culture' and its relationship with language, with reference to Italian, English and other known languages • recognise how Italian language and behaviour around familiar routines, such as mealtimes reflects traditional practices and values associated within the home, for example, with expressions such as, *buon appetito!*	Students: • recognise and understand the interrelationship of language and culture, and consider how cultural assumptions and values are embedded in choices in language use, for example, *fare bella figura, fare brutta figura, Buon appetito, Grazie altrettanto, la dolce vita* • consider how Italian language and interaction patterns around familiar routines communicate cultural practices and social values, for example, the values and practices associated with family life, food, and social relationships • consider how their own communication carries assumptions and values that impact on interpretation and understanding.	Students: • explore how their own language and culture influence their responses to others and impact relationships. • explore the link between language and cultural values and practices evident in Italy, for example, the appreciation of things of beauty and style expressed by the concept of *la bella figura,* and the connotations of the concept of *mammone,* and the idea of a leisurely stroll, *la passeggiata.*	Students: • identify own and others' assumptions and generalisations about Italian-speaking communities and notice how these enhance or inhibit intercultural exchange and the establishment of relationships • understand how language and culture convey values such as respect, for example, *Cosa ne pensi? Sei d'accordo? È giusto? In Australia invece …, A differenza di* • reflect on own and peers' responses in class discussions and consider what values or beliefs are reflected in the language used.

Key concepts: culture, interconnection Key questions: • Can we separate language from culture? • How does culture shape a language? • Is it possible to understand a culture without learning the language?	Key concepts: culture, interconnection, values Key questions: • How are language and culture interconnected? • Is meaning enhanced by knowledge of the culture? • How are cultural values visible in language?