

Year 7 to 10 (Entry)

Languages

Italian

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Scope and sequence

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Languages – Italian: Year 7 to 10 (Entry)

Contents

Languages – Italian: Year 7 to 10 (Entry)	1
Context statement	2
Achievement standards	3
Scope and sequence	4
Strand: Communicating	4
Sub-strand: Socialising	4
Thread: Socialising and interacting	4
Thread: Taking action	5
Thread: Transacting	6
Thread: Building language for classroom interaction	7
Sub-strand: Informing	8
Thread: Obtaining and using information	8
Thread: Conveying and presenting information	9
Sub-strand: Creating	10
Thread: Participating in and responding to imaginative experience	10
Thread: Creating and expressing imaginative experience	11
Sub-strand: Translating	12
Thread: Translating and explaining	12
Thread: Creating bilingual texts	13
Sub-strand: Reflecting	14
Thread: Reflecting on intercultural experience	14
Thread: Identity in intercultural interaction	15
Strand: Understanding	16
Sub-strand: Systems of language	16
Thread: Sound and writing systems	16
Thread: Grammatical and vocabulary knowledge	16
Thread: Text structure and organisation	18
Sub-strand: Language variation and change	19
Thread: Language variation in use	19
Thread: Language change and diversity	20
Sub-strand: Role of language and culture	21
Thread: Relationship of language and culture	21

Context statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

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

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, 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 that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

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 for 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 to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description 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 as a guide on planning 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, an 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

Year 8	Year 10
<p>Skills</p> <p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> • engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds • use known phrases to exchange ideas and opinions • use language to interact and to respond to classroom instructions, questions and directions • approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants • use gestures and some formulaic expressions to support oral interaction • use well-rehearsed language related to their personal experiences, for example, stating preferences in sports, leisure activities and entertainment, in both spoken and written forms, and predominantly in the present tense • demonstrate understanding of information from a range of factual and creative texts • use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences • produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs • connect ideas using conjunctions to create simple texts using known vocabulary and structures. <p>Understandings</p> <p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> • identify similarities between Italian and English and understand that they are related languages which borrow from each other • know that literal translation between languages is not always possible • reflect on how culture is evident in experiences, images and texts • understand and use metalanguage to explain aspects of language and culture • use simple statements to identify features of different text types • know that language reflects contexts of situation and culture • identify differences between standard, dialectal and regional forms of Italian • analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture • reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own languages and cultures. 	<p>Skills</p> <p>By the end of Year 10, students:</p> <ul style="list-style-type: none"> • use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance • communicate thoughts and opinions • make comparisons and contrasts • offer reasons for points of view, opinions and preferences • express desires and plans for the future • give presentations, and formulate and respond to a range of questions • interpret information and attitudes in a range of informational and imaginative texts • create written texts such as, descriptions, narratives and recounts that convey experiences, ideas and emotions • give detailed descriptions; describe and relate episodes in time • qualify statements, for example, through the use of relative clauses • use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives • produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives. <p>Understandings</p> <p>By the end of Year 10 students:</p> <ul style="list-style-type: none"> • use metalanguage to analyse and discuss features of language choice and use and cultural practice • analyse texts, identifying features such as, tone, sequence and relationships of events in time • communicate thoughts with awareness of different perspectives on issues or practices being discussed • explain how Italian language use varies according to context, purpose and mode • identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia • identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends' • identify certain concepts that cannot be translated readily from Italian to English and from English into Italian • 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 • demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.

Scope and sequence

Strand: Communicating Using language for communicative purposes in interpreting, creating and exchanging meaning.			
Sub-strand: Socialising Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.			
Thread: Socialising and interacting			
Year 7	Year 8	Year 9	Year 10
<p>Interact with peers and teacher using modelled language to express greetings, and give information about self and personal world, for example, family and friends, interests, likes and dislikes.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact using introductions and greetings appropriate for the time of day and person, for example, <i>Buongiorno/buonasera, Mi chiamo ... e tu? Come ti chiami?</i> • give information about self, such as name, birthdate, age, for example, <i>Mi chiamo Antonietta, Il mio compleanno è il 2 febbraio, Ho 12 anni</i> • describe and compare friends and family, for example, [subject + verb + adjective] <i>Il mio amico è simpatico, Tuo fratello è</i> • express interests, likes and dislikes, using formulaic statements for example, <i>Mi piace/Non mi piace.</i> 	<p>Interact with peers and adults using familiar language to share good wishes, preferences, and information about self and personal world, such as routines, events, and leisure activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • socialise by sharing good wishes, enquiring about health and wellbeing, and leave-taking with appropriate formal and informal language, for example, <i>Ciao Giorgio, come stai? Sto bene/male, e tu? Mi dispiace, Ci vediamo domani, A domani, Buongiorno, ArrivederLa, Come si chiama? Buongiorno prof</i> • inform others about family and home-life, for example, <i>i miei genitori sono nati in ..., abitiamo a ..., mia nonna è di origine ...</i> • describe and share routines, events, leisure activities and preferences, for example, <i>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?</i> 	<p>Initiate interactions with peers and adults in familiar contexts to exchange experiences, opinions and feelings about own and others' personal world.</p> <p>Students:</p> <ul style="list-style-type: none"> • initiate interactions by asking and responding to questions about familiar topics, common interests and routines, for example, <i>Hai fratelli e sorelle? Come si chiamano? Ho due fratelli ed una sorella, Si chiamano Matteo, Luca e Luisa, E tu?</i> • exchange hopes and opinions, for example, <i>Hai visto il film? Sì, ho visto/No, non ho visto, Mi è piaciuto/Non mi è piaciuto, Com'è andata la festa or com'è stato il compleanno? Secondo me</i> • recount past experiences, for example, holidays, significant events and milestones using language to express feelings such as <i>L'anno scorso, Tre anni fa, A Natale Quando avevo ... anni, Mi sono sentito/a fiero, triste, contenta, Sono stato/a, E` stata una giornata, E` stata una vacanza.</i> 	<p>Initiate and sustain interactions in familiar and unfamiliar contexts to develop relationships with peers and adults, and to exchange ideas, experiences, opinions and ambitions.</p> <p>Students:</p> <ul style="list-style-type: none"> • initiate and sustain interactions by asking and responding to questions considering levels of formality, and seeking repetition and clarification, for example, <i>Prego? Può ripetere la domanda per favore?</i> • exchange opinions and ambitions and give reasons for plans, for example, <i>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</i> • share ideas and feelings about own and others' personal worlds and compare with those of Italian teenagers • narrate past experiences and events of significance, sequencing ideas, for example, <i>prima ..., poi ..., dopo ..., alla.</i>
<p>Key concepts: identity, community, interculturality</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is identity? • How does my identity change in different situations? • How can we show formality or informality through the language choices we make? 		<p>Key concepts: relationships, experience, perspective</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do our relationships affect the language we use? • Is there a right or wrong way to communicate? • How do we form opinions? 	

Thread: Taking action			
Year 7	Year 8	Year 9	Year 10
<p>Participate in individual or collective action with the teacher and peers, both orally and in writing, by making arrangements, deciding on details and responding to invitations.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in individual or collective action by sharing details about planned events, for example, <i>A che ora? Quando? Dove? Con chi?</i> • make arrangements to meet friends, including the necessary details, for example, by writing text messages and emails using modelled language such as <i>ci vediamo domani al cinema a mezzogiorno</i> • respond to invitations for events using expressions of possibility, need and obligation in set phrases, for example, <i>Voglio/non voglio venire ..., Posso/non posso venire ..., Forse sì/forse no, Non posso perche` devo...</i> 	<p>Contribute to individual or collective action with the teacher and peers, both orally and in writing, by planning, inviting and deciding.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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, <i>Vieni a ... con me? Sì/no, D'accordo, Con chi? Che tempo fa?</i> • decide purpose and related details of social events with peers beyond school, such as a party, for example, <i>la feta di Luca, venerdì sera, al parco</i> • arrange events through the use of texts such as messages, emails and invitations, for example, <i>Vuoi venire a ..., Possiamo andare insieme.</i> 	<p>Engage in individual and collective action by making plans and explaining decisions.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in individual or collective action to plan and organise school-related activities, such as arranging a performance or attending a debate, or organising an Italian showcase for open night or an article in a newsletter, using language to show agreement, <i>sono d'accordo/non sono d'accordo, secondo me ...</i> • 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, <i>Solo, due giorni in Toscana!?, Ma, voglio vedere il duomo di Firenze e anche visitare Pisa e Siena....</i> 	<p>Initiate individual and collective action by deciding, explaining and justifying.</p> <p>Students:</p> <ul style="list-style-type: none"> • decide on and initiate individual action, for example, instigate and advertise a school or community event such as an Italian conversation club, or respond to an Italian blog or review about an issue of interest or concern • plan and arrange a class event with others, for example, an excursion or guest speaker, using expressions such as, <i>Devo/Dobbiamo organizzare ... Cosa dobbiamo fare? Chi invitiamo? Bisogna [+ infinitive], Vuoi venire al dibattito con me?</i> • explain and justify views on personal issues, for example, the use of social media at school, or environmental issues such as use of plastics, by writing blogs, articles and letters, using expressions such as <i>Sono d'accordo, Non sono d'accordo, vorrei esprimere la mia opinione.</i>
<p>Key concepts:</p> <p>participation, planning</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is planning important? • How can we share roles and work together to make arrangements? 		<p>Key concepts:</p> <p>collaboration, organisation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is it important to collaborate? • What happens when we consider a scenario from a range of perspectives? 	

Thread: Transacting			
Year 7	Year 8	Year 9	Year 10
<p>Participate in spoken and written transactions, including purchasing goods, and requesting and following directions.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in modelled and rehearsed transactions, for example, when purchasing food, buying a ticket for an event or choosing a gift for someone, <i>Quanto costa</i> [+ definite article or demonstrative + noun]? <i>Cosa prendi? ... un caffè ..., e tu?</i> • request and follow directions in set scenarios, such as a lost tourist asking a local for directions, for example, <i>Dov'è? Qui/là, Dove si trova? A destra/sinistra, Vicino a/lontano da, sotto/sul.</i> 	<p>Participate in spoken and written transactions, including purchasing goods and services, and giving and following instructions.</p> <p>Students:</p> <ul style="list-style-type: none"> • Interact with peers to give and follow instructions orally or in writing to perform a procedural task, for example, to cook using a recipe or follow rules and steps to 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, <i>Quanto costa la giacca nera? È molto cara ... e quella marrone?</i> 	<p>Engage in spoken and written transactions, including purchasing goods and negotiating services.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in conversations to negotiate for and purchase goods, for example, the purchase of fashion items, <i>Queste scarpe sono strette, Ho bisogno di un numero / della misura più grande, I pantaloni sono troppo larghi, C'è la taglia più piccola?</i> • correspond, for example, via email, to investigate the possibility of travel to Italy, <i>Quanto costa il biglietto per ...? Vorrei il biglietto più economico</i> • negotiate a service, for example, changing a flight, exchanging currency, purchasing a SIM card or confirming accommodation, <i>Vorrei prenotare/cambiare la mia prenotazione, Vorrei confermare.</i> 	<p>Engage in spoken and written transactions, including obtaining and negotiating services, and problem-solving.</p> <p>Students:</p> <ul style="list-style-type: none"> • negotiate the purchase of goods, for example, a mobile phone, <i>posso vedere l'ultimo modello del telefonino, Ha una custodia colorata? Quanto costa? E' in offerta? E' scontata? E' il miglior prezzo?</i> • 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, by applying for a part-time job, asking for information such as pay rate, and negotiating details, such as start date and working days.
<p>Key concepts:</p> <p>transaction, procedure</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 		<p>Key concepts:</p> <p>transaction, negotiation, problem-solving</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we negotiate decisions when we have different ideas and opinions? 	

Thread: Building language for classroom interaction			
Year 7	Year 8	Year 9	Year 10
<p>Develop language to interact in class routines and tasks, for example, by posing questions, asking for repetition, rephrasing, asking how to say something in Italian, and following instructions.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop classroom language by responding to class instructions, for example, <i>aprite i vostri libri, alza la mano per parlare</i>, with appropriate actions and gestures • ask for clarification in Italian regarding presented content, for example, <i>Come si scrive? Può/puoi ripetere? Come si dice ...?</i> • use appropriate language to apologise and request permission, for example, <i>Mi dispiace per il ritardo, Posso andare in bagno?</i> 	<p>Interact using classroom language to participate in class routines and tasks by asking and responding to questions, explaining, expressing opinions, and giving and following instructions.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact by requesting information, using appropriate language, for example, <i>Mi presti la matita? Può spiegare la seconda domanda?</i> • pose questions, express opinions and offer explanations, for example <i>Perché? Come? si fa? Secondo me ..., Penso di sì/penso di no ..., Di chi è? È mio/a, E` di Luisa</i> • follow instructions and ask for explanations, for example, <i>ragazzi, non usate il laptop per fare il compito ... va bene, prof, ma posso usare il dizionario?</i> 	<p>Contribute to classroom interactions using language to question, seek support, share opinions, and discuss ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • seek support through communicative strategies such as questioning further or asking for repetition or clarification, for example, <i>Scusi, non ho capito, Puoi/Potresti ripetere? Può/Potrebbe ripetere?</i> • share opinions and ideas in class discussions on topics such as the Australian and Italian school systems, for example, <i>in Italia, tanti studenti tornano a casa per pranzare ma frequentano anche il sabato, Non mi piace l'idea di ... preferisco ...</i> • acknowledge the contributions and opinions of peers, using positive evaluative language such as <i>Brava! Ben-fatto! Ottimo! Mi piace molto la tua idea</i> as set phrases. 	<p>Initiate classroom interactions using language to enquire, seek and offer support, and to respectfully compare ideas and opinions.</p> <p>Students:</p> <ul style="list-style-type: none"> • use Italian to enquire, for example, <i>Sei stato/a in Italia? Cerco informazione per ...</i> • initiate interactions with peers to seek and offer support, for example, <i>Posso aiutarti? Ti serve aiuto? Puoi aiutarmi a [+ infinitive]?</i> • compare and discuss classroom experiences, for example, <i>Perché/come mai ...? È giusto? Secondo te ...? Forse ..., È chiaro che</i> • use respectful language to express agreement or disagreement, for example, <i>Si, hai ragione, No, non sono d'accordo ... Non è vero, dal mio punto di vista</i>
<p>Key concepts:</p> <p>routine, politeness, procedure</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 		<p>Key concepts:</p> <p>respect, comparison, opinion</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What skills do we need to share and compare opinions respectfully? • What language builds a supportive, respectful classroom? 	

Sub-strand: Informing			
Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.			
Thread: Obtaining and using information			
Year 7	Year 8	Year 9	Year 10
<p>Locate key details from simple and familiar spoken, written and multimodal texts, and use the information in new ways, by sequencing, classifying and matching.</p> <p>Students:</p> <ul style="list-style-type: none"> • locate key details by listening to and reading texts on familiar subjects presented in different formats, for example, about home, school, holidays, or interests • 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 <i>Prima, poi, dopo, alla fine</i> • read simple informative texts such as descriptions of peers, family members or well-known people, and match the people to their images or profiles. 	<p>Identify factual information from familiar spoken, written and multimodal texts, and process the information through noting and summarising.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify information by listening, reading and viewing texts and noticing Italian expressions and interactions, for example, when a customer orders coffee at a bar, and share 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. 	<p>Select and organise information and opinions from a range of spoken, written and multimodal texts, process ideas by noting, collating and making connections, and share findings.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 opinions by listening to, reading or viewing interviews with ordinary or famous people and make connections between them. 	<p>Select and organise information from a diverse range of texts, analyse ideas and re-present meanings and perspectives to particular audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • select and organise information from a range of informative texts on the same topic, and record key ideas using tools such as guided note-taking or concept maps to inform 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 tourist promotional material, and synthesise the information to analyse the 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.
<p>Key concepts:</p> <p>discovery, classifying, processing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is the difference between fact and fiction? • How can we locate the information we need? 		<p>Key concepts:</p> <p>reliability, processing, analysis, perspective</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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: Conveying and presenting information			
Year 7	Year 8	Year 9	Year 10
<p>Present information and ideas related to self, familiar places and people, through a range of structured spoken, written and multimodal texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • share information about self, peers or familiar topics, using labels, captions or descriptions • 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, <i>è/non è simpatico/cattivo, di legno/di ceramica, è interessante/difficile</i> • 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. 	<p>Share information and ideas from a range of sources and present in a variety of familiar spoken, written and multimodal texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • present information about their personal world, such as an introduction to their family, neighbourhood or school, or a week of their life as an Australian teenager, for Italian speakers • share data gathered through peer online surveys, for example, about their daily routines, mobile phone/internet use, television viewing or hours of sport played, such as, <i>cinque persone non hanno un cellulare, tanti/pochi, la maggior parte, il 15 per cento, due su venti</i> • share aspects of daily life across cultures, including in Australia and Italy, for example, the concept of <i>fare la passeggiata</i>, or mealtimes, through oral presentations or short written descriptive texts • express information by considering purpose and audience, for example, by researching tourism in Italy to create a travel brochure designed to inform readers about a region. 	<p>Convey and present information through varied texts, and identify a range of viewpoints in Italian.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey and present information related to personal worlds, for example, a profile of a favourite artist or famous personality • promote awareness of a particular issue, event or behaviour, such as recycling, healthy food choices, sport and fitness options, by conveying information through a poster, blog or advertisement • identify and present peer viewpoints on current events, for example, the findings of a survey, <i>La maggior parte di/la minor parte di/il 20 per cento di persone [+ verb], entrambi, tutti/pochi.</i> 	<p>Present information and compare diverse perspectives from multiple sources in Italian, and justify personal opinions.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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, <i>Il mondo è pieno di cibi diversi, ci sono bambini che hanno poco da mangiar</i> • convey information and justify personal opinions with evidence from texts, for example, <i>Mi è piaciuto molto l'articolo perché.</i>
<p>Key concepts: sharing, presenting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 		<p>Key concepts: conveying, presenting, connecting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do texts convey cultural ideas? • How do we select the best modes and texts to engage and connect with an audience? 	

Sub-strand: Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Year 7	Year 8	Year 9	Year 10
<p>Listen to, read and view imaginative texts and respond with support, by identifying characters, settings and events and sharing reactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, read and view imaginative texts such as stories, songs or rhymes and answer teacher directed questions about content by using modelled language such as <i>come si chiama il protagonista? il protagonista si chiama ...</i> • identify key events by creating timelines to indicate the order of events in stories and songs, <i>Cosa succede? Quando?</i> • describe settings, <i>Dove?</i>, and characters by creating profiles of the protagonists and antagonists, <i>Chi? Com'è? Come fa?</i> • 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, <i>è meraviglioso! che bello questo quadro, mi piacciono i colori, al centro/in fondo c'è /ci sono, si vede/si vedono.</i> 	<p>Listen to, read and view imaginative texts, make connections with characters, settings and events and identify key ideas and messages.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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, <i>prima, poi, dopo</i>, 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, and consider how they are represented across cultures, for example, in regards to the setting or moral. 	<p>Engage with and respond to imaginative texts, stating views about characters, themes and events and make connections to own experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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, <i>Sono/Non sono d'accordo, Secondo me, film tratta dell'amicizia</i> • 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, <i>Anch'io penso che ..., Anch'io ho avuto/fatto l'esperienza</i> 	<p>Engage with and respond to imaginative texts, sharing views about characters, themes, events and values, and compare to self and other texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 any connections to self or to other texts • 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 <i>cantautori</i> • interpret how sounds, images, body language and language choices in texts such as artworks, songs and films carry Italian values, for example, <i>Il film ... ci mostra l'importanza della famiglia</i> • compare own practices, attitudes, interpretations and reactions and those of people represented in texts such as biographies and autobiographies, for example, <i>anche nella mia famiglia ..., non credo di [+ infinitive...]</i>.
<p>Key concepts: description, response, message</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language can I use to describe the characters? • 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 learn languages and understand cultures? 		<p>Key concepts: engagement, perspective, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes an imaginative text engaging? • Why do we sometimes have differing views 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? 	

Thread: Creating and expressing imaginative experience			
Year 7	Year 8	Year 9	Year 10
<p>Create simple imaginative texts using modelled language and support, that present events, characters and feelings, drawing upon familiar experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 • design and create texts for significant events and occasions, for example greeting cards, using modelled phrases such as <i>tanti auguri di pronta guarigione, Alla migliore mamma del mondo</i> • create and perform a series of vignettes as a class for peers or parents, drawing on familiar experiences. 	<p>Create simple imaginative texts that present events, characters and emotions, drawing upon own ideas and experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create characters and scenarios associated with own experiences and perform relevant interactions, for example, present a role play, rap or dance about a significant moment • make and present digital stories for younger learners, by combining images, audio and video clips • produce texts expressing ideas and emotions using modelled language, for example a description of a utopian world or an ideal week, <i>il primo giorno della settimana ideale, io</i> 	<p>Create varied imaginative texts for different audiences and purposes, to express real or imagined experiences, emotions and cultural ideas, in familiar contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • create texts based on examples or models, for example, depictions of characters from stories • create 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 parents or friends, detailing the first week as an exchange student in Italy, <i>cari amici australiani, ho già passato una settimana qui a Siena ...</i> • create and share a song, skit or annotated artwork that expresses own cultural identity. 	<p>Compose a range of imaginative texts for different audiences and purposes to express real or imagined experiences, ideas, emotions and cultural values.</p> <p>Students:</p> <ul style="list-style-type: none"> • create digital stories involving an imaginary character or avatar, in an Italian speaking fantasy world, incorporating communicative styles and behaviours observed in Italian texts • compose texts to entertain or inform others, expressing real and imagined experiences, ideas, emotions, or cultural values, for example, a video about a real or fictional school, or a short story about the local landscape • create texts expressing real or imagined experiences and memories of Italian speakers from specific eras, locations and contexts, for example assume the role of an Italian immigrant disembarking in an Australian port in 1955 and present a monologue or dramatisation.
<p>Key concepts: creating, reinterpretation, performance</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 		<p>Key concepts: expression, design, engagement</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes an imaginative experience entertaining and engaging? • Why is self-expression important? • How can I represent languages and cultures through imaginative experience? 	

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

Year 7	Year 8	Year 9	Year 10
<p>Translate phrases and short texts from Italian to English and vice versa, and notice which words, phrases or cultural ideas translate easily and which do not.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate phrases and short texts and notice when word-for word translation is or is not possible, as well as Italian–English cognates and loan-words, for example, <i>dizionario intelligente</i>, <i>computer</i>, <i>i broccoli</i> to predict meaning • notice cultural ideas within texts and begin to explain connections to own and others’ languages and cultures • develop awareness of Italian–English false – cognates (false friends) and reflect upon how they assist or inhibit meaning, for example, <i>parenti</i>, <i>libreria</i>, <i>crudo</i>, <i>bravo</i> • make and use glossary lists for different purposes and audiences, for example, for children, international students, or visitors, and learn how to use print and digital dictionaries. 	<p>Translate familiar texts from Italian to English and vice versa, discuss differences in meanings, and note that cultural ideas are embedded in languages.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate short texts, recognising when literal translation is or is not possible, for example, in idiomatic expressions such as <i>In bocca al lupo!</i> <i>Sei proprio in gamba!</i>, 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. 	<p>Translate texts from Italian to English and vice versa and consider why differences exist between the translations, noting cultural ideas that are embedded within them.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate texts such as public signs and consider choices in different versions, for example, <i>Non calpestare l’erba</i>, 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, <i>Non vedo l’ora!</i> <i>Era ora!</i> <i>Lasciami stare!</i> <i>Ma dai!</i> <i>Tocca ferro</i>, and note cultural ideas embedded within them. 	<p>Translate and interpret texts from Italian to English and vice versa, and explain and compare translation choices and cultural ideas embedded within versions of the same text.</p> <p>Students:</p> <ul style="list-style-type: none"> • complete and compare translations with peers and explain cultural references and expressions, such as <i>fuori di testa</i>, or <i>su di giri</i>, and any aspects ‘lost in translation’ • compare different translations of the same message in Italian and English, for example, <i>Devo scappare/andare/correre</i> • interpret and compare different translations of a text, including versions created by online translators, by annotating the text, noting any issues or incorrect translations, and offering reasons as to why this may be.
<p>Key concepts: translation, interpretation, explanation, comparison, equivalence</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 		<p>Key concepts: translation, interpretation, explanation, comparison, translatability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 	

Thread: Creating bilingual texts			
Year 7	Year 8	Year 9	Year 10
<p>Create simple bilingual texts related to own experiences in familiar contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • create texts with bilingual captions and labels related to local environments, such as annotated school maps for Italian speaking students, for example, <i>il campo sportivo, le scale, il bagno</i> • create written or digital bilingual resources for own use in the classroom, such as word banks, personal glossaries or Italian–English dictionaries, or a bank of terms or expressions that have cultural associations, including explanations. • create bilingual or multilingual texts for school and community engagement, for example, posters advertising a lunchtime Italian Club, or labels and signs to welcome community guests • create short bilingual presentations or role-plays for peers, using Italian and English. 	<p>Create familiar bilingual texts related to experiences that highlight aspects of Italian and Australian cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 • write a bilingual text on an intercultural experience for the school newsletter, based on a modelled example, such as a report on a community guest for the classroom, or an account of an excursion to an Italian restaurant • create digital texts, such as bilingual or multilingual photo stories, to highlight differing teenage experiences, such as school life and daily routines, for example, <i>andare a scuola in motorino, tornare a casa per pranzare</i> • correspond with students in Italy and make choices about when to use Italian or English depending on the topic and nature of the interaction. 	<p>Create a range of familiar bilingual texts for different audiences and purposes related to experiences that reflect aspects of Italian and Australian cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • create simple bilingual texts for English and Italian speakers that include contextual and visual support, such as community information leaflets, invitations, timetables or brochures • 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 • create bilingual captions for images of scenes from Australia and Italy to explain cultural aspects, for example, ‘bush/forest’, ‘mountain/beach’ or ‘hotel/shack’. 	<p>Create a variety of bilingual texts for a range of audiences and purposes related to experiences and practices that reflect aspects of Italian and Australian cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 <i>come fare bella figura</i> in Italian.
<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which languages do I use, and when? • How does being bilingual or multilingual help our learning? • 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? 		<p>Key concepts: creating, bilingualism, multilingualism, translanguaging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does being bilingual or multilingual advantage me? • What real-life situations would benefit from a bilingual or multilingual text? • How could being multilingual help us when translating or explaining? • 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 experience			
Year 7	Year 8	Year 9	Year 10
<p>Notice own reactions to intercultural experiences and interactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise how own background, age and interests may contribute to assumptions, 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, <i>Ciao Marco, come sta? Sto bene Signora Berti, e Lei?</i> 	<p>Consider and discuss own and peers’ reactions to intercultural experiences and interactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 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, <i>Buongiorno. Mi dica ... /Desidera?</i> • participate in guided bilingual discussion of intercultural experiences and personal reactions, noticing challenges, stereotypes and adjustments, using language such as, <i>Quando vedo ..., mi sento....</i> 	<p>Share reactions and responses to intercultural interactions, ideas and experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with the teacher and peers to share own cultural assumptions, preconceptions and attitudes and offer different perspectives, for example, by making a video clip of cultural faux pas an Australian visitor to Italy might make, and vice versa, such as when ordering a <i>latte</i> • 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 <i>Cosa noti di diverso? Cosa pensi? Penso che ..., Secondo me</i> 	<p>Exchange reactions and responses to intercultural interactions, ideas, issues and experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with speakers of Italian and observe Italian and English ways of communicating, such as attitudes to interruptions or the degree of directness, and exchange own reactions and responses with teacher and peers • 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, <i>Sono d’accordo, Mi sento a disagio.</i>
<p>Key concepts: reflection, diversity, assumption, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 		<p>Key concepts: reflection, perspective, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 	

Thread: Identity in intercultural interaction			
Year 7	Year 8	Year 9	Year 10
<p>Reflect on own identity, including as a user and learner of Italian, by describing and sharing aspects of self.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 identity, as visual representations in formats such as photos or digital stories. 	<p>Reflect on own identity, including identity as a user and learner of Italian, by connecting to and considering past experiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • compare and contrast own experiences as a learner of Italian, for example, by comparing journal entries recorded over time • 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 • 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, <i>Anch'io, ... è importante per me perché, io sono come ..., assomiglio a</i> 	<p>Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences and perspectives.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on the experience of learning and using Italian, and consider how it might enhance their own sense of identity • share personal experiences that have shaped their intercultural identity, for example, through a captioned timeline of their family history and cultural influences, <i>Giovanni è venuto in Australia da solo quando aveva diciotto anni</i> • 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. 	<p>Reflect on own identity in general and as a user and learner of Italian by expressing own experiences, perspectives and values, and considering their influence.</p> <p>Students:</p> <ul style="list-style-type: none"> • connect with other learners and speakers of Italian to describe experiences and seek advice on how to learn and navigate aspects of Italian language and cultures such as taboo topics, for example, <i>Si può parlare di politica/religione?</i> • 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 how 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, including their own, are maintained and/or change over time • consider how identities, including their own, may shift according to place and time, such as in person with elders or online with friends, by discussing cultural notions of self as public or private.
<p>Key concepts:</p> <p>identity, self-awareness, interculturality</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which cultures contribute to my identity? • What's my place in this world? 		<p>Key concepts:</p> <p>identity, perspective</p> <p>Key questions:</p> <ul style="list-style-type: none"> • In what ways am I a global citizen? • What influences my identity? 	

Strand: Understanding

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

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Year 7	Year 8	Year 9	Year 10
<p>Develop awareness of features of the Italian sound system, including pronunciation and intonation, and how sounds are represented in written form.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to and produce the sounds of Italian by mimicking teacher instruction, and check 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 (2 adjacent vowel sounds), <i>buono, fiore</i>, consonant digraphs/trigraphs (consonant combinations), <i>gnocchi, famiglia, che, chi</i> and double consonants, <i>rosa/rossa, capello/cappello</i> • notice differences in tone between statements, questions, exclamations, requests and commands, for example, <i>Vai a casa? Vai a casa!</i> • 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. 	<p>Identify features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how sounds are represented in written form.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify sound–symbol correspondence, for example, diphthongs, digraphs and trigraphs such as consonant combinations, <i>famiglia, gnocchi, chiesa, barche</i>, vowel combinations, <i>buono, chiave, ciliegia</i>, and double consonants, <i>sono</i> and <i>sonno</i> • make connections between spoken and written forms, understanding the effect of grave and acute accents, for example, <i>città, perché</i> • practise pronunciation of particular sounds and rhythms, for example the rolled ‘r’, by saying rhymes and recording words to create talking dictionaries • build a bank of high frequency words in written and oral form. 	<p>Identify and use the features of Italian sound and writing systems, including pronunciation, stress and intonation for fluency.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the differences in pronunciation of words with similar spelling, but different stresses, for example, <i>sùbito, subito</i> • recognise the difference between anglicised and Italian pronunciation, for example, with loan-words and place names • identify common cognate words in speech, for example, <i>organizzazione, programmare, arrivare</i> • reproduce modelled pronunciation, stress and intonation in interactions to develop fluency. 	<p>Understand and apply the Italian sound and writing systems, including pronunciation, stress and intonation, in increasingly complex structures and texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and use some common interjections in correct contexts, for example, <i>oh! e? cioè, ahimè, ohimè, uffa!</i> • identify and interpret sounds and language features and devices such as onomatopoeia and repetition, and understand how they are used to express emotion and convey attitudes • analyse personal interactions and audio-visual texts such as films to understand how tone, gesture and body language support meaning • understand how meaning may change by varying stress and intonation in texts.

Key concepts:
systems, sound, speech, symbols

Key questions:

- What does 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
<p>Develop understanding of and use key features and patterns of the Italian grammatical system in simple spoken and written texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify similarities and differences in Italian and English grammatical rules, for example, elements of syntax, such as 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, <i>il cinema</i> • use definite and indefinite articles and note rules for omission • describe nouns using adjectives and possessive adjectives, for example, <i>una penna rossa, la mia penna</i>, noting adjective-noun agreement and positioning of adjectives • use subject pronouns, for example, <i>io, tu, lui, lei</i> • recognise and use verbs describing state, such as <i>essere</i>; possession, such as <i>avere</i>; and regular verbs describing actions in the present tense, for example <i>parlare, cantare</i> • develop knowledge of numerals, including cardinal and ordinal numbers, date and time • follow modelled sentence structure to create simple oral and written sentences in Italian (subject–verb–object), for example, <i>il cane guarda il gatto</i>, make statements, ask questions and give/receive instructions (verb + object) for example, <i>chi e`? ascolta la musica!</i> • form negative statements and questions using negation, for example, <i>Non ti piace il gelato</i> • refer to grammatical terms and structures using metalanguage • build vocabulary that relates to familiar environments such as self, personal world and school. 	<p>Develop understanding of and use key features and patterns of the Italian grammatical system for a range of purposes in simple spoken and written texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify people and objects by using and following rules related to nouns, such as singular and plural regular forms, gender, and some exceptions • develop awareness of various categories of nouns with common endings, such as <i>–ista, –zione, –tore</i> and <i>–trice</i>, for example, <i>il/la dentista, la stazione, il vincitore/la vincitrice</i>, and compare them to their English equivalents • begin to use commonly used adverbs to qualify verbs and adjectives, such as <i>molto, sempre, mai</i> • use demonstratives, for example, <i>Questo è il libro</i> • use interrogatives, for example, <i>Chi, che, cosa, quale, come?</i> • describe when and where, using prepositions of time and place, for example, <i>Ci vediamo al concerto dopo scuola</i> • recognise articulated prepositions with <i>a, da, in, di, su</i> • use regular verbs and begin to use common irregular verbs in the present tense, such as <i>andare, fare</i> • 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, <i>Chiudi il libro!</i> • build vocabulary that relates to familiar environments such as family, personal world and daily routines. 	<p>Extend and apply knowledge of key features and patterns of the Italian grammatical system in a range of spoken and written texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • use common nouns and irregular plural nouns, for example, <i>la città/le città, il dito/le dita</i>, and common collective nouns, for example, <i>la gente</i> • make descriptions more precise, using common superlative adjectives, for example, <i>è bellissimo</i> • use adverbs of time and manner, for example, <i>ieri, di solito</i> • indicate action in the present with the present tense, including irregular and reflexive forms, for example, <i>mi alzo presto</i> • begin to use action in the past, with the present perfect tense, for example, <i>ho visto un film, ha mangiato una pizza, sono arrivati ieri</i> • further indicate action in the past with the imperfect tense by following modelled language, for example, <i>quando ero bambino ...</i> • indicate ability, willingness, or necessity, using modal verbs, <i>potere, dovere, volere</i> • indicate destinations and directions using simple or articulated prepositions, for example, <i>in Italia, a Roma, al parco</i> • construct questions using interrogatives, for example, <i>Chi ...? Quando ...? Come ...?</i> • recognise and construct compound sentences, for example, <i>Mi piace la pizza ma preferisco le lasagne</i> • build vocabulary that relates to daily life and the world beyond home and school that can be used for cross-curricular content learning. 	<p>Understand and use features and patterns of the Italian grammatical system and combine these elements in increasingly complex ways in a range of spoken and written texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • apply rules governing inclusion or omission of articles, for example, <i>mio padre</i> and <i>il mio papà, Buongiorno signora ... È la signora ...</i> • extend pronoun use including possessive, reflexive, demonstrative and relative and begin to use direct and indirect object pronouns, for example, <i>lo mangio, gli piace</i> • make descriptions more precise, using comparatives, <i>Il film è più bello del romanzo.</i> • recognise and use action in the future with the future tense, for example, <i>l'anno prossimo, andrò in Italia</i> • recognise and indicate possibility, desire and being less direct, with the conditional tense, for example, <i>vorrei cambiare lavoro</i> • recognise and use passive language with the impersonal <i>si</i>, for example, <i>qui, si mangia bene</i> • recognise and construct complex sentences, for example, <i>La città che ho visitato era bellissima</i> • 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.

<p>Key concepts: systems, metalanguage, parts of speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I notice about word order? • How does using metalanguage help us learn? • Does grammar always matter? 		<p>Key concepts: syntax, variation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What elements improve a sentence? • How does grammar vary across languages I know? 	
<p>Thread: Text structure and organisation</p>			
<p>Year 7</p>	<p>Year 8</p>	<p>Year 9</p>	<p>Year 10</p>
<p>Recognise text features and writing conventions of simple spoken, written and multimodal texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise text features and writing conventions 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 text features and writing conventions, 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, <i>e, ma, anche, o, invece</i> to help link ideas and actions. 	<p>Identify text features and writing conventions of familiar spoken, written and multimodal texts, using appropriate metalanguage.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to, read and view a range of familiar Italian texts highlighting the specific text features and writing conventions 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, <i>insomma, beh, boh, allora</i> • talk about grammar and word order using relevant metalanguage such as verbs, adjectives, nouns and pronouns, identify if nouns/adjectives are <i>singolare o plurale? Perché?</i> and compare grammatical features in Italian and English. 	<p>Identify and compare the text features and writing conventions of common spoken, written and multimodal texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and compare text features and writing conventions of Italian and English versions of different types of texts, 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, <i>perché, però, perciò</i> • apply knowledge of audience, context and purpose of texts to predict the meaning of unfamiliar vocabulary in texts. 	<p>Analyse and understand the text features and writing conventions of a range of spoken, written and multimodal texts, recognising text structure, cohesion and coherence.</p> <p>Students:</p> <ul style="list-style-type: none"> • analyse procedural, recount and persuasive texts in Italian and English, such as recipes, recounts of events, and advertisements, and understand their similarities and differences • explore how grammatical choices, words and images combine to create desired effects, for example, persuasive language in advertisements, similes and metaphors in a song, story or description • transform texts in a variety of ways by adjusting language features, such as changing existing texts into different types of texts, 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 <i>invece, mentre, anche, dunque, quindi, perché, cioè</i> to link and sequence.
<p>Key concepts: conventions, cohesion, audience, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 		<p>Key concepts: conventions, cohesion, audience, meaning</p> <p>Key questions:</p> <ul style="list-style-type: none"> • In what ways do texts need to change for different audiences? • How can I make a text more cohesive? 	

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Year 7	Year 8	Year 9	Year 10
<p>Notice that language use varies depending on the roles and relationships of participants, as well as the context.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice patterns in language use based on gender, age, social status, and purpose of interaction, for example, by discussing appropriate greetings for people of different ages and/or status • compare register in a range of texts and explain the use of language such as familiar and polite forms, <i>tu</i> and <i>Lei</i> • notice that greetings and other interactions like terms of endearment vary depending on the time of the day and/or the relationship between participants, for example, a mother saying goodnight to a child, people leaving a party. 	<p>Understand that language use varies depending on the roles and relationships of participants, and according to the context and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise how different levels of formality are expressed through language choices in a variety of texts, for example, conversations, letters, and emails, and note differences in language use between written and spoken texts. • 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 variation in language use associated with gender, age, social status or relationship, for example, when congratulating their winning teammates, meeting an official, or inviting friends to a party. 	<p>Recognise variations in language use that reflect different social and cultural contexts, purpose and relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify differences in communicative style between formal and informal interactions, for example, <i>Come va? Come stai?</i> • observe how the same information may be communicated differently in different contexts and for different purposes, for example, using the 24 hour clock to express time in relation to timetables, <i>il treno parte alle 13:00</i>, or, <i>Non sono appassionato/appassionata di matematica</i>, rather than, <i>Non mi piace la matematica</i>. 	<p>Understand that language choices are made depending on purpose and relationships in different social and cultural contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 <i>cordiali saluti</i> and <i>ci sentiamo</i> 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 • locate examples of informal language use amongst young Italian speakers, such as the use of emoticons or casual expressions when texting, for example, <i>Ti voglio bene</i>, <i>Mi manchi</i>, <i>Un bacio per te</i>, <i>Grazie del tuo aiuto</i>, <i>sei un angelo!</i> <i>Che nozzata!</i> <i>Mi sono divertito un sacco</i>.
<p>Key concepts: variation, context, register, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does language change when speaking formally or informally? • How does the language you use need to change to best express your message? 		<p>Key concepts: variation, context, status, relationship</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the way we use language change for different audiences? • What is the role of slang, abbreviations and acronyms? 	

Thread: Language change and diversity			
Year 7	Year 8	Year 9	Year 10
<p>Understand the dynamic nature of Italian and languages in general and consider the extent of Italian language use around the world.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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, <i>clizzare, il mouse, la password, chattare</i> • discuss the influence of other languages on Italian, for example, the use of borrowed words such as <i>il make-up, il bebé, un tailleur, il wurstel, il krapfen</i> • understand that differences exist between Standard Italian, regional varieties and dialects, for example, by 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. 	<p>Understand the dynamic nature of the Italian language and languages in general and recognise the place of the Italian language locally and internationally.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise the changes to language when used in abbreviated forms in multimedia communications, for example, <i>6 = sei, x = per, + = più, - = meno, ke = che</i> • 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, or the culture of coffee, food, art, fashion 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. 	<p>Understand the dynamic nature of the Italian language and languages in general, including the impact of intercultural contact, and examine the linguistic diversity of Australia and the place of Italian within this context.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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, <i>tu/Lei</i> compared to <i>voi/Loro</i> • consider the changing nature of languages in contemporary Australia, and consider how it relates to matters such as migration and the preservation 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. 	<p>Understand and analyse the dynamic nature of the Italian language and languages in general, including the impact of technology and media, and reflect on the relationship between languages in Australia.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 dialects 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 subsequently the loss of cultures linked to those variations, over time, and compare this to the situation of Aboriginal and Torres Strait Islander languages in Australia • analyse the ongoing impact of technology, media and intercultural contact on the contemporary Italian language, for example, the existence of terms such as <i>infodemia, distanziamento sociale, and lockdown</i>.
<p>Key concepts:</p> <p>globalisation, etymology, influence, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does etymology help us to understand a language? • How do languages spread around the world? • Why do some languages have dialects or variations? 		<p>Key concepts:</p> <p>globalisation, etymology, influence, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • 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? 	

Sub-strand: Role of language and culture			
Analysing and understanding the role of language and culture in the exchange of meaning.			
Thread: Relationship of language and culture			
Year 7	Year 8	Year 9	Year 10
<p>Recognise the relationship of language and culture in interaction.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and develop metalanguage 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, <i>buon appetito!</i> 	<p>Consider the role of language and culture in interaction, and how language choice reflects values and carries cultural assumptions.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise how cultural assumptions and values are embedded in choices in language use, for example, <i>fare bella figura, fare brutta figura, Buon appetito, Grazie altrettanto, la dolce vita</i> • 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. 	<p>Explore how language and culture are used to establish relationships, indicate social values and beliefs, and enhance intercultural exchange.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 <i>la bella figura</i>, and the connotations of the concept of <i>mammone</i>, and the idea of a leisurely stroll, <i>la passeggiata</i>. 	<p>Identify cultural assumptions and generalisations and reflect on how language and culture are used to establish relationships, indicate social norms, and enhance intercultural exchange.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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, <i>Cosa ne pensi? Sei d’accordo? È giusto? In Australia invece ..., A differenza di</i> • reflect on own and peers’ responses in class discussions and consider what values or beliefs are reflected in the language used.
<p>Key concepts:</p> <p>culture, interconnection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Can we separate language from culture? • How does culture shape a language? • Is it possible to understand a culture without learning the language? 		<p>Key concepts:</p> <p>culture, interconnection, values</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are language and culture interconnected? • Is meaning enhanced by knowledge of the culture? • How are cultural values visible in language? 	

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