



Australian
CURRICULUM
Review

LANGUAGES

CONSULTATION CURRICULUM

Italian – Scope and sequence F–10 and 7–10

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FOUNDATION TO YEAR 10 PATHWAY

Italian	Foundation
	Achievement standard
	<p>By the end of the Foundation year, with support, students use play and imagination to interact and create Italian texts. They identify that Italian and English look and sound different. Students recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p>
(No strands or sub-strands specified for Foundation year)	<p>Content description <i>Students learn to:</i></p> <p>with support, recognise and communicate meaning in Italian (AC9LITF01)</p> <p>explore, with support, language features of Italian noticing similarities and differences between Italian and English (AC9LITF02)</p> <p>explore connections between language and culture (AC9LITF03)</p>

Italian	Years 1 and 2	Years 3 and 4	Years 5 and 6
	Achievement standard		
	<p>By the end of Year 2, students use Italian to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They know and use basic Italian sound patterns, intonation, rhythm and simple formulaic expressions. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.</p> <p>Students understand that Italian has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language, culture and identity.</p>	<p>By the end of Year 4, students use Italian to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create and present text.</p> <p>Students understand that Italian has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Italian related to their immediate environments. They collaborate in oral and written activities that involve the language of negotiation and planning, to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They sequence information and ideas and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in Italian. They use metalanguage to compare frequently used language features in Italian and English. They understand that the Italian language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.</p>

Strand	Sub-strand	Content description <i>Students learn to:</i>	
Communicating meaning in Italian	Interacting in Italian	recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions (AC9LIT2C01)	initiate exchanges and respond to modelled questions about self, others, and the classroom environment, using formulaic expressions (AC9LIT4C01)
		participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LIT2C02)	participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LIT4C02)
	Mediating meaning in and between languages	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases (AC9LIT2C03)	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LIT4C03)
		notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LIT2C04)	develop strategies to comprehend and adjust Italian language in familiar contexts to convey cultural meaning (AC9LIT4C04)
	Creating text in Italian	use words, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LIT2C05)	create and present informative and imaginative spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions (AC9LIT4C05)
			demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LIT6C06)
Understanding language and culture	Understanding systems of language	recognise and imitate the sounds and rhythms of Italian (AC9LIT2U01)	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases (AC9LIT4U01)
		recognise that the Roman alphabet is used to construct meaning in texts in Italian (AC9LIT2U02)	recognise Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts (AC9LIT4U02)
		notice that Italian has features that may be similar to or different from English (AC9LIT2U03)	recognise familiar Italian language features and compare with those of English, in known contexts (AC9LIT4U03)
	Understanding the interrelationship of language and culture	notice that people use language in ways that reflect cultural practices and behaviours (AC9LIT2U04)	identify connections between Italian language and cultural practices and behaviours (AC9LIT4U04)
			recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LIT6U04)

Italian	Years 7 and 8 (F–10)		Years 9 and 10 (F–10)
	Achievement standard		
	<p>By the end of Year 8, students initiate and maintain interactions in Italian in familiar and unfamiliar contexts related to a range of interests and experiences. They use Italian appropriate to collaborate and problem-solve and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and unfamiliar cultural contexts, by adjusting and reorganising responses appropriately. They select and use appropriate vocabulary, sentence structures and expressions to create spoken, written and multimodal texts.</p> <p>Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken and written texts use different conventions. They use metalanguage to comment on structures and features of Italian text. They reflect on how the Italian language, culture and identity are interconnected, and compare this with their own language, culture and identity.</p>		<p>By the end of Year 10, students contribute to and extend interactions in Italian in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret a broad range of texts and manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts. They show understanding of how features of language can be used to influence audience response. They create texts, selecting language for a range of contexts, purposes and audiences. They demonstrate knowledge of connections between spoken and written texts, and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity. They apply and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students use metalanguage to reflect on and evaluate Italian text and explain similarities and differences between Italian and English. They reflect on their own cultural perspectives and identity and draw on their experience of learning Italian to explain how this learning influences their ideas and ways of communicating.</p>
Strand	Sub-strand	Content description <i>Students learn to:</i>	
Communicating meaning in Italian	Interacting in Italian	initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LIT8C01)	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others (AC9LIT10C01)
	Mediating meaning in and between languages	collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LIT8C02)	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences (AC9LIT10C02)
	Creating text in Italian	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LIT8C03)	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LIT10C03)
	Creating text in Italian	interpret and adjust spoken, written and non-verbal language to convey meaning in Italian language in familiar and unfamiliar cultural contexts (AC9LIT8C04)	interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LIT10C04)
	Creating text in Italian	reflect on similarities and differences in cultural interpretations between Italian and their own language use and behaviour (AC9LIT8C05)	evaluate how intercultural contexts shape meaning in interactions and texts in Italian and their own language (AC9LIT10C05)
	Understanding systems of language	create and present spoken, written and multimodal texts for specific purposes, selecting vocabulary, grammatical structures and textual features and conventions appropriate to text type and context (AC9LIT8C06)	create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LIT10C06)
	Understanding systems of language	consider and select words and expressions to create texts that reflect cultural values and beliefs (AC9LIT8C07)	use a broad range of words, expressions and idioms to enhance the cultural authenticity of texts (AC9LIT10C07)
Understanding language and culture	Understanding systems of language	apply knowledge of conventions of spoken Italian to known and unfamiliar language to enhance fluency, and use this knowledge in responding to and creating texts (AC9LIT8U01)	apply features and conventions of spoken Italian to extend fluency in responding to and creating spoken and written texts in known and unfamiliar contexts (AC9LIT10U01)
	Understanding systems of language	apply a range of grammatical structures and expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LIT8U02)	apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LIT10U02)
	Understanding systems of language	use metalanguage to reflect on similarities and differences between Italian language functions, structures and features with those of English, in known contexts (AC9LIT8U03)	use metalanguage to reflect on and evaluate Italian texts, and to compare use of language features in Italian and English AC9LIT10U03)

Understanding the interrelationship of language and culture	explain how the Italian language reflects cultural practices, perspectives and identity, and compare these with their own (AC9LIT8U04)	evaluate how language choice in Italian reflects cultural values, perspectives and identity, and compare these with their own (AC9LIT10U04)
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YEAR 7 TO YEAR 10 PATHWAY

Italian	Years 7 and 8 (Year 7 entry)		Achievement standard
	<p>By the end of Year 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They approximate Italian sound patterns, intonation and rhythms, and recognise relationships between spoken and written forms. They use familiar language, modelled sentence and grammatical structures, formulaic expressions and high-frequency vocabulary to create texts and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students understand that Italian has rules for non-verbal communication, pronunciation, grammar and writing. They give examples of similarities and differences between Italian and English. They demonstrate understanding of how language does not always translate directly. They use metalanguage to explain aspects of language, and make connections with terms that are used in English learning. They demonstrate how the Italian language is connected with culture and identity, and how this is reflected in their own language, culture and identity.</p>	<p>By the end of Year 10, students initiate and sustain Italian to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on school and social activities and events. They use structures and features of spoken and written Italian to create and convey meaning to suit context, purpose and audience. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in Italian or English, adjusting language features to suit context, purpose and audience, and to convey cultural meaning. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences.</p> <p>Students apply the sound system in spoken exchanges and select and use sentence and grammatical structures, and words and expressions to interact, create texts and convey cultural meaning. They manipulate language to suit the context and purpose and demonstrate understanding of how the style of a text can influence audience response. They use metalanguage to analyse meaning in texts. They reflect on their own language use and cultural identity and draw on their experience of learning Italian to discuss how this learning influences their ideas and ways of communicating.</p>	
Strand	Sub-strand	Content description <i>Students learn to:</i>	
Communicating meaning in Italian	Interacting in Italian	interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LIT8EC01) develop language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LIT8EC02) engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LIT8EC03)	initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds (AC9LIT10EC01) use Italian language in exchanges to question, offer opinions and compare and discuss ideas (AC9LIT10EC02) discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LIT10EC03)
	Mediating meaning in and between languages	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience (AC9LIT8EC04) develop and begin to apply strategies to interpret, translate and convey cultural meaning in Italian in familiar contexts (AC9LIT8EC05) reflect on some similarities and differences in cultural interpretations between Italian and their own language use and behaviours (AC9LIT8EC06)	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LIT10EC04) apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LIT10EC05) reflect on how intercultural contexts shape meaning in interactions and texts in Italian and their own language (AC9LIT10EC06)
	Creating text in Italian	create a range of spoken and written texts for familiar contexts and purposes using appropriate conventions and linguistic features (AC9LIT8EC07) develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect cultural values and beliefs (AC9LIT8EC08)	create texts for familiar and unfamiliar contexts and purposes, selecting text structures and language features to engage different audiences (AC9LIT10EC07) use a range of words, expressions and idioms to develop cultural authenticity of texts (AC9LIT10EC08)

Understanding language and culture	Understanding systems of language	<p>recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate how these are represented in spoken and written forms (AC9LIT8EU01)</p> <p>develop knowledge of, and use structures and features of, the Italian grammatical and writing systems (AC9LIT8EU02)</p> <p>use familiar metalanguage to discuss Italian language structures and features and compare with English (AC9LIT8EU03)</p>	<p>apply features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in different spoken and written contexts (AC9LIT10EU01)</p> <p>select and use structures and features of the Italian grammatical and writing systems to enhance meaning (AC9LIT10EU02)</p> <p>use metalanguage to reflect on and evaluate Italian texts, and to compare language structures and features in Italian and English (AC9LIT10EU03)</p>
	Understanding the interrelationship of language and culture	<p>identify connections between Italian language and culture in shaping meaning and identity (AC9LIT8EU04)</p>	<p>analyse and explain connections between Italian language and culture in shaping meaning, values and identity (AC9LIT10EU04)</p>
		<p>compare Italian culture, beliefs, attitudes and values with students' own (AC9LIT8EU05)</p>	<p>reflect on Italian culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LIT10EU05)</p>