

## F-10 Australian Curriculum: Languages – Italian – Foundation to Year 10 Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising/ exchanging	Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play	Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home	Interact to share interests, leisure activities, feelings, opinions and preferences	Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences	Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues
		Taking action	Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song	Participate in collaborative action in class experiences and activities	Take action, make shared decisions and organise shared experiences	Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements	Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views
		Transacting	Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling	Participate in everyday transactions to obtain goods	Participate in simple transactions such as purchasing and ordering goods and services	Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'	Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations

## Communicating

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

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Interacting (developing classroom language)	Participate in classroom routines, games, instructions and shared activities	Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting	Interact in classroom activities and create shared class routines	Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken	Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	Locate specific items of information in texts using early literacy skills	Obtain and process factual information about people, routines, responsibilities and interests	Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas	Analyse, summarise and share key ideas and information from a range of texts	Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues
		Conveying and presenting information	Give factual information about known people, everyday objects, family celebrations and personal experiences	Give factual information about people, objects, places and events in texts supported by graphics or illustrations	Represent information appropriately for different audiences, using a variety of modes	Convey ideas and opinions by creating spoken, written and multimodal texts	Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating and responding to imaginative experience	Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression	Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions	Share and compare opinions about ideas in imaginative texts	Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience	Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Creating and expressing imaginative experience	Create stories and perform imaginary experiences	Create short, simple imaginative texts for different audiences	Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events	Create texts for particular audiences that depict experiences or topics of interest	Create a range of imaginative texts, considering how to represent ideas, characters and events
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating/interpreting	Share with others what they can express in Italian, and explain how meanings are similar or different	Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English	Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning	Translate texts, discussing different versions and why these might occur	Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts
		Creating bilingual texts	Create a personal or shared record of 'interesting' words in Italian	Create simple bilingual texts	Create simple bilingual texts and discuss what translates easily or not	Create short bilingual texts such as captions, stories and commentaries	Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication	Reflecting on intercultural experience and responses, reactions and adjustments	Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use	Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian	Compare everyday social experiences and related language use and consider own responses and reactions and those of others	Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses	Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding

### Communicating

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

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
	and identity.	Reflecting on self as language user and how identify is shaped by interaction	Identify and describe aspects of self in relation to others	Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity	Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation	Reflect on own participation in intercultural exchange and consider how this shapes own identity over time	Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity

## Understanding

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

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Sound and writing systems	Reproduce the sounds of the Italian language	Experiment with pronunciation and intonation and use rules of spelling	Develop pronunciation and intonation of Italian-specific sounds	Develop an understanding and use the sound system of Italian	Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts
		Grammatical system	Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives	Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms	Use grammatical knowledge, to interpret and create meaning in Italian	Use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs	Extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts
		Text structure and organisation	Understand that language is organised as texts	Recognise how grammatical structures are used to form simple texts	Notice and use distinctive features of text organisation in Italian	Apply understanding of distinctive features of text organisation	Analyse and apply linguistic, cultural and textual features of specific text types
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variation in use	Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day	Understand that language use varies according to the participants' age, gender and relationship, and the context of use	Recognise that language use varies according to the contexts of situation and culture	Recognise how language use varies depending on the context of the situation and the context of culture	Investigate how language varies according to context and speakers

### Understanding

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

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

## F-10 Australian Curriculum: Languages – Italian– Year 7–10 (Year 7 Entry) Sequence

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising/exchanging	Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes	Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings
		Taking action	Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding	Participate in individual and collective action by deciding, explaining and justifying
		Transacting	Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions	Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
		Interacting (developing classroom language)	Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions	Use classroom language to question, elicit and offer opinions, and compare and discuss ideas
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising	Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences
		Conveying and presenting information	Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources	Convey information and compare diverse perspectives from multiple sources in Italian



<p style="text-align: center;"><b>Communicating</b></p> <p style="text-align: center;"><b>Using language for communicative purposes in interpreting, creating and exchanging meaning</b></p>				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating and responding to imaginative experience	Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages	Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate
		Creating and expressing imaginative experience	Create imaginative texts that present events, characters and emotions from their own experiences	Create imaginative texts to express experiences, ideas and emotions
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating/interpreting	Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings	Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts
		Creating bilingual texts	Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ	Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on intercultural experience and responses, reactions and adjustments	Reflect on own and others' responses to intercultural experiences and interactions	Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed
		Reflecting on self as language user and how identity is shaped by interaction	Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time	Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence



### Understanding

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

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Sound and writing systems	Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form	Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts
		Grammatical system	Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction	Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives
		Text structure and organisation	Understand the features of common spoken, written and multimodal texts	Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variation in use	Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies depending on participants, their roles and relationships, and according to the contexts of situation and culture	Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture
		Change over time	Analyse and understand the dynamic nature of the Italian language, and of languages in general	Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact
		Communicating in diversity/multilingualism	Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia	Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning.	Analysing language and culture in intercultural exchange	Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values	Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity