

(no-code)

and in familiar related to students' personal world and school environment

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Elaborations

- to agree or disagree politely with others when questioning and evaluating classroom , for example, (non) sono d'accordo. Anch'io! Secondo me non è vero/bello/giusto. Buon'idea!
- exchanging greeting or invitation cards for significant occasions such as, il compleanno, l'onomastico
- asking and responding to that elicit personal information about themselves and others, for example, Da dove vieni? Vengo da Melbourne. Sei australiana? No, non sono australiana, sono cinese. Sono di origine greca. Quanti siete in famiglia? In famiglia siamo in sei. È/non è interessante ... Che bello!
- expressing feelings (about a singer, sports figure, etc.), for example, È simpatico e bravo, mi piace tanto. Vorrei ... Mi piacerebbe ...
- talking about the local environment and expressing opinions and preferences, for example, Qui c'è molto verde. A/In... c'è tanto inquinamento; Mi piace il caldo. Mi piace/non mi piace la musica rock/pop/classica ...
- responding to an email from a penfriend who speaks Italian or who is also learning Italian
- asking and responding to about personal preferences, for example, Quale materia ti piace? Mi piace ... /No, non mi piace ..., È facile/È difficile. Quale sport fai? E tu? Bravissimo! Eccezionale!
- describing a person's physical state, for example, Ha fame/sete/freddo/caldo; Ho mal di ... Sono stanco/sono rilassato
- asking and giving directions to places in the local area or an imagined locality, using print or digital maps
- participating in a school blog with other students learning Italian to experiences of learning Italian or ask for assistance from older students, and providing advice to younger students learning Italian

Students learn to:

initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment

(AC9LIT6C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

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Social management

- Communication

Social management

- Communication

Futures

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Engaging with cultural and linguistic diversity

- Communicate responsively

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Engaging with cultural and linguistic diversity

- Communicate responsively

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Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT6C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions

- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

interacting to agree or disagree politely with others when questioning and evaluating classroom activities, for example, (non) sono d'accordo. Anch'io! Secondo me non è vero/bello/giusto. Buon'idea!

Continuum extract

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6C01

exchanging greeting or invitation cards for significant occasions such as, il compleanno, l'onomastico

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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

asking and responding to questions that elicit personal information about themselves and others, for example, Da dove vieni? Vengo da Melbourne. Sei australiana? No, non sono australiana, sono cinese. Sono di origine greca. Quanti siete in famiglia? In famiglia siamo in sei. È/non è interessante ... Che bello!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

expressing feelings (about a singer, sports figure, etc.), for example, È simpatico e bravo, mi piace tanto. Vorrei ... Mi piacerebbe ...

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

talking about the local environment and expressing opinions and preferences, for example, Qui c'è molto verde. A/In... c'è tanto inquinamento; Mi piace il caldo. Mi piace/non mi piace la musica rock/pop/classica ...

Continuum extract

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

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The following continuum extract shows the alignment of the continuum with this content.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

asking and responding to questions about personal preferences, for example, Quale materia ti piace? Mi piace ... /No, non mi piace ..., È facile/È difficile. Quale sport fai? E tu? Bravissimo! Eccezionale!

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

describing a person's physical state, for example, Ha fame/sete/freddo/caldo; Ho mal di ... Sono stanco/sono rilassato

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

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- apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C01

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Resource – Italian language resource

Italian

Language support resource

The Italian Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Italian. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Italian for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of

learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LIT6C02

participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas

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Elaborations

- planning and organising , using expressions related to place, time and numbers, for example, Dove facciamo la festa? Quando? Quante persone invitiamo?
- participating in role-plays that involve transactions and opinions, for example, È bellissimo. È di moda , asking the Quanto costa? È troppo caro/costoso. Quanto viene? C'è lo sconto? Che cosa ne pensi? Secondo me, è ... Trovo ... un po' ...
- participating in taking action in relation to care of the environment, or class rules and routines, for example, Butta la carta nel contenitore giallo. Aiuta i bambini della prima ad attraversare la strada. Voi due, il poster.
- exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Cosa vuoi/volete fare? Quando? A che ora? Dove c'incontriamo? È lontano?
- planning and organising a item for school assembly showcasing what they have learnt in their Italian class, allocating roles and negotiating class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, Chi vuole cantare? Ti va di ...? Preferisci ...? Io non voglio ...

Students learn to:

participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas

(AC9LIT6C02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication
- Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication
- Collaboration

Self-management

- Perseverance and adaptability

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Futures

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

Social management

- Communication
- Collaboration

Self-management

- Perseverance and adaptability

Social management

- Communication
- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT6C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT6C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C02

planning and organising activities, using expressions related to place, time and numbers, for example, Dove facciamo la festa? Quando? Quante persone invitiamo?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9LIT6C02

participating in role-plays that involve transactions and opinions, for example, È bellissimo. È di moda, asking the Quanto costa? È troppo caro/costoso. Quanto viene? C'è lo sconto? Che cosa ne pensi? Secondo me, è ... Trovo ... un po' ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C02

participating in role-plays that involve transactions and opinions, for example, È bellissimo. È di moda, asking the Quanto costa? È troppo caro/costoso. Quanto viene? C'è lo sconto? Che cosa ne pensi? Secondo me, è ... Trovo ... un po' ...

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT6C02

participating in role-plays that involve transactions and opinions, for example, È bellissimo. È di moda , asking the Quanto costa? È troppo caro/costoso. Quanto viene? C'è lo sconto? Che cosa ne pensi? Secondo me, è ... Trovo ... un po' ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C02

participating in taking action in relation to care of the environment, or class rules and routines, for example, Butta la carta nel contenitore giallo. Aiuta i bambini della prima ad attraversare la strada. Voi due, create il poster.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT6C02

participating in taking action in relation to care of the environment, or class rules and routines, for example, Butta la carta nel contenitore giallo. Aiuta i bambini della prima ad attraversare la strada. Voi due, create il poster.

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- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C02

exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Cosa vuoi/volete fare? Quando? A che ora? Dove c'incontriamo? È lontano?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT6C02

exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Cosa vuoi/volete fare? Quando? A che ora? Dove c'incontriamo? È lontano?

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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9LIT6C02

planning and organising a performance item for school assembly showcasing what they have learnt in their Italian class, allocating roles and negotiating class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, Chi vuole cantare? Ti va di ...? Preferisci ...? Io non voglio ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C02

planning and organising a performance item for school assembly showcasing what they have learnt in their Italian class, allocating roles and negotiating class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, Chi vuole cantare? Ti va di ...? Preferisci ...? Io non voglio ...

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT6C02

planning and organising a performance item for school assembly showcasing what they have learnt in

their Italian class, allocating roles and negotiating class members who will recite a poem, who will sing, who will perform a rap, who will perform a role-play, for example, Chi vuole cantare? Ti va di ...? Preferisci ...? Io non voglio ...

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- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

AC9LIT6C03

locate and information and ideas in a range of spoken, written and , and respond in different ways to suit

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Elaborations

- surveying classmates on specific topics and presenting the findings using tables, concept maps, graphs and digital presentations, making comparisons with children's lifestyles in Italy, for example, Chi? Dove? Quando? Perché? Che cosa?
- researching topics (leisure, recycling, the water cycle, the solar system, geographical features of Italy, etc.) using a range of sources, (magazine , books, websites, etc.) and organising and sharing the information in print or digital format
- reorganising information, for example, rearranging information using tables, concept maps and retrieval charts
- to, or viewing First Nations Australian stories and responding to them using , expressions and in Italian
- viewing documentaries about Australian/Italian cities or the natural environment to complete a list of facts or to collect information to discuss and compare with peers
- gathering information by a range of , including signs, instructions, directions and diagrams, and then participating in class discussions using this information or presenting information independently in a variety of forms, for example, using a flowchart to explain the life cycle of a butterfly, or reporting Metà della classe ... La maggior parte ... Pochi ... Tanti ... Alcuni ... Quasi tutti ...

Students learn to:

locate and process information and ideas in a range of spoken, written and multimedial and respond in different ways to suit purpose

(AC9LIT6C03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Investigating

- Acquire and collate data

Managing and operating

- Select and operate tools

Inquiring

- Identify, process and evaluate information

Investigating

- Acquire and collate data

Managing and operating

- Select and operate tools

Systems

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Inquiring

- Identify, process and evaluate information

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LIT6C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIT6C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas

differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only

- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIT6C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas

- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LIT6C03

surveying classmates on specific topics and presenting the findings using tables, concept maps, graphs and digital presentations, making comparisons with children's lifestyles in Italy, for example, Chi? Dove? Quando? Perché? Che cosa?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9LIT6C03

surveying classmates on specific topics and presenting the findings using tables, concept maps, graphs and digital presentations, making comparisons with children's lifestyles in Italy, for example, Chi? Dove? Quando? Perché? Che cosa?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LIT6C03

surveying classmates on specific topics and presenting the findings using tables, concept maps, graphs and digital presentations, making comparisons with children's lifestyles in Italy, for example, Chi? Dove? Quando? Perché? Che cosa?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LIT6C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9LIT6C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LIT6C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LIT6C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LIT6C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LIT6C03

gathering information by interpreting a range of texts, including signs, instructions, directions and diagrams, and then participating in class discussions using this information or presenting information independently in a variety of forms, for example, using a flowchart to explain the life cycle of a butterfly, or reporting Metà della classe ... La maggior parte ... Pochi ... Tanti ... Alcuni ... Quasi tutti ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

AC9LIT6C04

apply strategies to interpret and meaning in Italian in familiar non-verbal, spoken and written cultural

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Elaborations

- using print or digital dictionaries and electronic tools to find the correct meaning of and expressions within a given , and then using them appropriately to compose their own
- using learning resources and electronic tools to compose print or digital banks or glossaries of Italian and English expressions used in formal and informal
- noticing that there is not always for equivalence when moving between English and Italian, for example, noticing differences in advertisements, websites, shop signs Tabacchi , and warning signs Vietato entrare!, ■ Vietato calpestare l'erba!
- comparing cultural concepts and messages expressed in stories and song lyrics and comparing how similar concepts and messages are expressed in English
- collecting and organising information about an Italian cultural event from a variety of , using digital presentation software to share findings with peers
- asking and responding to structured (Chi ...? Dove ...? Cosa ...? Perché ...? Quando ...? etc .) using to express opinions about events and in , and to interpret, compare and evaluate the of the and

- gathering factual information from a range of , (signs, instructions, directions, menus, diagrams, websites, advertisements, weather reports, etc.) and tabulating findings using print and digital dictionaries and tools to ensure correct meaning in

Students learn to:

apply strategies to interpret and convey meaning in Italian language in familiar non- and written cultural contexts

(AC9LIT6C04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Creating and exchanging

- Create, communicate and collaborate

Investigating

- Acquire and collate data

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Investigating

- Acquire and collate data

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIT6C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of

"explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")

- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIT6C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content

- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6C04

noticing that there is not always word for word equivalence when moving between English and Italian, for example, noticing language differences in advertisements, websites, shop signs Tabacchi , and warning signs Vietato entrare!, ■ Vietato calpestare l'erba!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6C04

asking and responding to structured questions (Chi ...? Dove ...? Cosa ...? Perché ...? Quando ...? etc .) using modelled language to express opinions about events and characters in texts, and to interpret, compare and evaluate the purpose of the texts and audience

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9LIT6C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- collect and access data using a range of digital tools and methods in response to a defined question
- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance

AC9LIT6C05

and present a range of informative and imaginative, spoken, written and using a variety of structures to sequence information and ideas, and appropriate to type

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Elaborations

- information to others through different , for example, creating an advertisement such as la festa della cioccolata di Perugia: Vuoi partecipare ...? Ti piace ...? Preferisci ...? Allora vieni a ...
- short (emails, letters, etc.) to friends or family members (grandparents, older significant adults, etc.) to and share information about aspects of their life, using the appropriate to mark respect for age, gender, and/or social authority
- and performing their own (songs, plays, video clips, fairy tales, etc.) and adapting patterns from familiar stories to booklets, board games or a different version of a based on the , settings and events of an Italian story such as I Tre Orsi and Il Fagiolo
- creating a class print or digital poster, locating and describing, in Italian, a specific First Nations location in a local or regional , or elsewhere in Australia
- using expressions that reflect cultural concepts, behaviours or messages when creating , for example, La domenica mangiano la pizza. La famiglia fa la passeggiata in piazza; Le famiglie fanno molte cose insieme; La mia squadra è forte ma la tua è finita.
- demonstrating that varies depending on how people feel, who they are with, and their relationship with each other when creating , for example, using emotive with friends and peers Ma dai! Non ci credo! Che barba !, more formal with unknown adults Scusi? Per cortesia , and a range of salutations with varying degrees of formality in written Tanti cari bacioni/Un grande abbraccio/Distinti saluti
- creating a storyboard exploring the sequence of events in a series of interrelated short stories
- and performing a series of short plays or skits about topics of interest, using digital media to share with peers or Italian-speaking contacts
- creating a presentation (digital travel brochure, video guide, etc.) to share interesting facts about Italian geography, places to visit, and things to do and see
- producing cards for a range of events, for example, making an invitation, congratulation card or thank you letter or the for accepting or refusing an invitation
- a diary entry about various experiences regarding learning Italian, for example, Sono fiero perché ... Gli italiani in Australia amano ... Mia nonna è contenta quando ... Io sono contento di parlare ... Sono timido ... Non parlo ... Ho imparato ... Ho visto ... Sono sorpreso di scoprire . . .

Students learn to:

create and present a range of informative and imaginative, spoken, written and multimedial, using a variety of modelled sentence structures to sequence information and ideas, appropriate to text type

(AC9LIT6C05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Creating and exchanging

- Create, communicate and collaborate

Speaking and listening

- Speaking

Writing

- Creating texts
- Creating texts

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Communication

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Navigating intercultural contexts

- Consider responses to intercultural contexts

Social management

- Communication

Resources

Work Samples

WS01 - Ali di fuoco 3000 (Wings of Fire 3000)

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIT6C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other

hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)

- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIT6C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

Crafting ideas

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

Crafting ideas

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research

- uses written and visual supporting evidence

Text forms and features

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

Vocabulary

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIT6C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution
- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop

simple narrative theme of good and evil)

- organises events into a sequence with a predictable ending

Text forms and features

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")
- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

Vocabulary

- uses a range of learnt topic words and words from other authors

Crafting ideas

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

conveying information to others through different text types, for example, creating an advertisement such as la festa della cioccolata di Perugia: Vuoi partecipare ...? Ti piace ...? Preferisci ...? Allora vieni a ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

writing and performing their own texts (songs, plays, video clips, fairy tales, etc.) and adapting patterns from familiar stories to create booklets, board games or a different version of a text based on the characters, settings and events of an Italian story such as I Tre Orsi and Il Fagiolo

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LIT6C05

using expressions that reflect cultural concepts, behaviours or messages when creating texts, for example, La domenica mangiano la pizza. La famiglia fa la passeggiata in piazza; Le famiglie fanno molte cose insieme; La mia squadra è forte ma la tua è finita.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

using expressions that reflect cultural concepts, behaviours or messages when creating texts, for example, La domenica mangiano la pizza. La famiglia fa la passeggiata in piazza; Le famiglie fanno molte cose insieme; La mia squadra è forte ma la tua è finita.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LIT6C05

demonstrating that language varies depending on how people feel, who they are interacting with, and their relationship with each other when creating texts, for example, using emotive language with friends and peers Ma dai! Non ci credo! Che barba !, more formal language with unknown adults Scusi? Per cortesia , and a range of salutations with varying degrees of formality in written communication Tanti cari bacioni/Un grande abbraccio/Distinti saluti

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

demonstrating that language varies depending on how people feel, who they are interacting with, and their relationship with each other when creating texts, for example, using emotive language with friends and peers Ma dai! Non ci credo! Che barba !, more formal language with unknown adults Scusi? Per cortesia , and a range of salutations with varying degrees of formality in written communication Tanti cari bacioni/Un grande abbraccio/Distinti saluti

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts

Content description

AC9LIT6C05

writing a diary entry about various experiences regarding learning Italian, for example, Sono fiero perché ... Gli italiani in Australia amano ... Mia nonna è contenta quando ... Io sono contento di parlare ... Sono timido ... Non parlo ... Ho imparato ... Ho visto ... Sono sorpreso di scoprire . .

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6C05

writing a diary entry about various experiences regarding learning Italian, for example, Sono fiero perché ... Gli italiani in Australia amano ... Mia nonna è contenta quando ... Io sono contento di parlare ... Sono timido ... Non parlo ... Ho imparato ... Ho visto ... Sono sorpreso di scoprire . .

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Resource – WS01 - Ali di fuoco 3000 (Wings of Fire 3000)

By the end of Year 6, students initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment. They use appropriate sound combinations, intonation, and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving 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 to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian. They compare language structures and features in Italian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIT6C05

create and present a range of informative and imaginative, spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LIT6U01

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

AC9LIT6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions

AC9LIT6U01

apply knowledge of combinations of sounds, , and patterns to develop and to known and

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-
-

Elaborations

- learning to pronounce double such as la ma tt ina, il ca pp ello, la pia zz a, fa fre dd o
- understanding that not pronouncing double in Italian affects meaning, for example, ca p ello/ca pp ello; pa l a/pa ll a; ca s a/ca ss a; po l o/po ll o
- learning to pronounce z (z) and ‘ zz’ (ts) sounds
- recognising that Italian usually the penultimate , for example, stu di are, fran ce se, intelli ge nte; and that there are exceptions to the rule, for example, me cca nico, su bito, di ffi cile
- understanding that letter combinations affect , for example, Sci/e is pronounced ‘sh’; sca, sco,scu ; are pronounced ‘sk’; and can also affect meaning, for example, sci arpa/ sca rpa
- learning to pronounce diphthongs in Italian, for example, buono, chiuso, ieri, ciao, più
- understanding that there are both grave and acute in Italian, for example, è , perch é , citt à and on the last letter of a indicate where the falls when saying the ; and learning to insert into their work electronically

Students learn to:

apply knowledge of combinations of sounds, syllables, pronunciation and intonation

develop fluency and rhythm to known words and phrases

(AC9LIT6U01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Work Samples

WS01 - Ali di fuoco 3000 (Wings of Fire 3000)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIT6U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text

- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U01

learning to pronounce double consonants such as la ma tt ina, il ca pp ello, la pia zz a, fa fre dd o

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U01

understanding that not pronouncing double consonants in Italian affects meaning, for example, ca p ello/ca pp ello; pa l a/pa ll a; ca s a/ca ss a; po l o/po ll o

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6U01

understanding that not pronouncing double consonants in Italian affects meaning, for example, ca p ello/ca pp ello; pa l a/pa ll a; ca s a/ca ss a; po l o/po ll o

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U01

learning to pronounce z (z) and 'zz' (ts) sounds

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U01

recognising that Italian usually stresses the penultimate syllable, for example, stu di are, fran ce se, intelli ge nte; and that there are exceptions to the rule, for example, me cca nico, su bito, di ffi cile

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U01

understanding that letter combinations affect pronunciation, for example, Sci/e is pronounced 'sh'; sca, sco, scu ; are pronounced 'sk'; and can also affect meaning, for example, sci arpa/ sca rpa

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U01

learning to pronounce diphthongs in Italian, for example, buono, chiuso, ieri, ciao, più

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U01

understanding that there are both grave and acute accents in Italian, for example, è , perch é , citt à and accents on the last letter of a word indicate where the stress falls when saying the word; and learning to insert accents into their work electronically

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Resource – Italian language resource

Italian

Language support resource

The Italian Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Italian. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Italian for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

Resource – WS01 - Ali di fuoco 3000 (Wings of Fire 3000)

By the end of Year 6, students initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment. They use appropriate sound combinations, intonation, and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving 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 to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian. They compare language structures and features in Italian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LIT6C05

create and present a range of informative and imaginative, spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LIT6U01

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

AC9LIT6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions

AC9LIT6U02

use knowledge of grammatical structures and expressions to compose and respond to using appropriate punctuation and textual

-
-
-

Elaborations

- using both regular and irregular , for example, un ginocchio/due ginocchia
- using to modify Italian and , for example, treno/trenino, casa/casetta, parola/parolaccia, bravo/bravissimo, fratello/fratellino, povero/poverino
- expressing positive and negative preferences using to intensify the meaning, for example, Mi piace molto la cioccolata; Non mi piace tanto ballare.
- recognising the position of in , for example, Non vado mai al cinema; Cammino lentamente.
- formulating and requests, for example, Che ora è? Pronto, chi parla? Quando comincia la scuola? Dove andiamo stasera?
- using ordinal numbers to sequence, for example, la seconda classe, la quinta, la terza aula
- using simple to sequence events and join , for example, perché, anche
- using the present of regular, some irregular , and immediate future to present situations and events, for example, using avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare in such as Andrea va a casa alle sei. Anna ha due fratelli. Vado al cinema domani.
- using reflexive and simple past in expressions, for example, Mi alzo alle sette. Sono andato/a al cinema.
- understanding that some precedes the , for example, bello – Che bella giornata!
- learning the structure for telling the time in Italian, for example, Che ora è? Che ore sono? È l'una. Sone le quattro e mezzo/a. Sone le undici meno un quarto.

Students learn to:

use knowledge of modelled grammatical structures and formulaic expressions to co
texts using appropriate punctuation and textual conventions

(AC9LIT6U02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Writing

- Grammar
- Punctuation

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

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Social management

- Communication

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Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Measurement and geometry

- Measuring time

Resources

Work Samples

WS01 - Ali di fuoco 3000 (Wings of Fire 3000)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

Grammatical accuracy

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

Group and word level

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description

- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

Sentence level

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

Snapshot – Punctuation

Literacy: Writing: Punctuation

Content description

AC9LIT6U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

using both regular and irregular plural nouns, for example, un ginocchio/due ginocchia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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and linguistic groups

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

using suffixes to modify Italian nouns and adjectives, for example, treno/trenino, casa/casetta, parola/parolaccia, bravo/bravissimo, fratello/fratellino, povero/poverino

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6U02

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

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

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

formulating questions and requests, for example, Che ora è? Pronto, chi parla? Quando comincia la scuola? Dove andiamo stasera?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

using ordinal numbers to sequence, for example, la seconda classe, la quinta, la terza aula

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

using simple conjunctions to sequence events and join sentences, for example, perché, anche

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6U02

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

using the present tense of regular, some irregular verbs, and immediate future tense to present situations and events, for example, using avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare in sentences such as Andrea va a casa alle sei. Anna ha due fratelli. Vado al cinema domani.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT6U02

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

using reflexive verbs and simple past tense in formulaic expressions, for example, Mi alzo alle sette. Sono andato/a al cinema.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

understanding that some adjectives precede the noun, for example, bello – Che bella giornata!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U02

learning the structure for telling the time in Italian, for example, Che ora è? Che ore sono? È l'una. Sone le quattro e mezzo/a. Sone le undici meno un quarto.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9LIT6U02

learning the structure for telling the time in Italian, for example, Che ora è? Che ore sono? È l'una. Sone le quattro e mezzo/a. Sone le undici meno un quarto.

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Units of time

- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

Measuring time

- uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
- reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)
- identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)
- uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)
- uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

Relating units of time

- identifies the relationship between units of time (e.g. months and years; seconds, minutes and hours)
- uses am and pm notation to distinguish between morning and afternoon using 12 12 1 2 -hour time
- determines elapsed time using different units such as hours and minutes, weeks and days (e.g. when developing project plans, time schedules and tracking growth)
- interprets and uses a timetable
- constructs timelines using a time scale (e.g. chronologically sequences the history of the school)

AC9LIT6U03

compare some Italian and features with those of English, using some familiar

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-

Elaborations

- talking about , using terms such as ' and 'personal , identifying elements, and using to discuss how they are used
- applying awareness when using to explain to others learnt and expressions, for example, applying practices relating to hospitality S'accomodi! Grazie per l'invito ... Volentieri! Certo! Come no!
- explaining in English the meaning of culturally significant and concepts encountered in everyday and in signs such as È vietato calpestare l'erba, È vietato attraversare i binari.
- the meaning of particular choices and made in conversations between speakers of Italian, for

example, explaining the use of such as Diamoci del tu! Dai! Via! Evviva! Non vedo l'ora!

- discussing the differences in when using in different , for example, when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor
- developing to describe patterns, grammatical rules and variations in structure

Students learn to:

compare some Italian language structures and features with those of English, using metalanguage

(AC9LIT6U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LIT6U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U03

Continuum extract

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U03

applying intercultural awareness when using metalanguage to explain to others learnt words and expressions, for example, applying practices relating to hospitality S'accomodi! Grazie per l'invito ... Volentieri! Certo! Come no!

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

responsively

Content description

AC9LIT6U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U03

explaining in English the meaning of culturally significant phrases and concepts encountered in everyday interactions and in signs such as È vietato calpestare l'erba, È vietato attraversare i binari.

Continuum extract

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U03

interpreting the meaning of particular word choices and gestures made in conversations between speakers of Italian, for example, explaining the use of idioms such as Diamoci del tu! Dai! Via! Evviva! Non vedo l'ora!

Continuum extract

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U03

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AC9LIT6U04

recognise that reflects cultural practices, and , and that this impacts on non-verbal and verbal

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Elaborations

- to or viewing short skits of Italians to develop an awareness of different and variations spoken in Italy and used in Italian-speaking communities in Italy and in the , for example, observing and

to the of Italians from different regions in Italy or different Italian-speaking communities in the world and noticing the use of

- comparing use in similar social situations in Italian and English
- exploring with the teacher aspects of Italian that may comfort/discomfort with the ideas and used by others such as farsi il bidet
- exploring how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of Italian-speaking people or communities
- recognising experiences of the Italian and being located in and intertwined with the and of English speakers in Australia, for example, in shop signs Barbiere, Panificio, Macelleria, Farmacia, Moda, Cibo, Fiori, Assaggio
- comparing that they have heard in their home and/or community to learnt in class and noticing that there are different in Italian, for example, observing that bambino in Italian is equivalent to picciriddu in Sicilian
- discussing some generalisations about Italian and Australian people and reflecting on their own experiences
- comparing their own ways of using with those of peers, thinking about how family and community shape and , for example, using more than one , celebrating or expressing feelings in various ways, considering whether learning and using Italian has an impact on either in or out of the classroom
- explaining to others the significance of some Italian cultural practices and events (greetings, mealtimes, school or family routines, etc.) and concepts and , and recognising cultural differences in their interpretation of meaning, for example, Qual è la differenza? Capisco ma non sono d'accordo.

Students learn to:

recognise that language reflects cultural practices, values and identity, and that this non-verbal and verbal communication

(AC9LIT6U04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

- Develop empathy

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to

maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

- Respond to biases, stereotypes, prejudices and discrimination

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Navigating intercultural contexts

- Consider responses to intercultural contexts

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LIT6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U04

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U04

exploring with the teacher aspects of Italian culture that may create comfort/discomfort with the ideas and language used by others such as *farsi il bidet*

Continuum extract

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Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy

Content description

AC9LIT6U04

exploring with the teacher aspects of Italian culture that may create comfort/discomfort with the ideas and language used by others such as *farsi il bidet*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LIT6U04

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LIT6U04

recognising experiences of the Italian language and culture being located in and intertwined with the language and culture of English speakers in Australia, for example, in shop signs Barbiere, Panificio, Macelleria, Farmacia, Moda, Cibo, Fiori, Assaggio

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U04

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U04

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

AC9LIT6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination

Content description

AC9LIT6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U04

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U04

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Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts

Content description

AC9LIT6U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT6U04

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

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LIT6U04

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

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