

## AC9LITF01

**with support, recognise and meaning in Italian**

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### **Elaborations**

- using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, Ciao! Buongiorno! Arrivederci! Tanti auguri!
- introducing themselves, for example, Come ti chiami? Mi chiamo ..., e tu? Quanti anni hai? Ho cinque anni, e tu? Come stai? Bene, e tu?
- using , for example, grazie! prego, scusa, per favore, bene, buon appetito!
- naming family members and friends, for example, mio fratello Carlo, il papà Tom
- expressing likes and dislikes, for example, sì; no; mi piace; non mi piace
- participating in class and following instructions, for example, Entrate! Sedetevi! Andiamo!
- imitating Italian speech, using Italian patterns of , and , and incorporating appropriate , facial expressions and
- participating in songs that may include actions, movement or dance
- identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, drawing and tracing letters
- playing games such as counting games, sorting and order games, number games, tombola
- using simple to add emphasis to expressions, for example, joining their thumb and index finger to form an 'O' meaning 'thumbs up'

Students learn to:

**with support, recognise and communicate meaning in Italian**

(AC9LITF01)

### **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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Self-awareness**

- Personal awareness

#### **Social management**

- Communication

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Social management**

- Communication

#### **Number sense and algebra**

- Counting processes
- Number and place value

### **Social management**

- Communication
- Collaboration

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Resources**

### **Work Samples**

## **WS01 - Canzone sugli animali della fattoria (Farm animal song)**

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LITF01

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LITF01

#### **Learning progression extract**

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

#### **Crafting ideas**

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

#### **Vocabulary**

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

#### **Crafting ideas**

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

#### **Vocabulary**

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

### **Crafting ideas**

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

### **Vocabulary**

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LITF01

##### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LITF01

using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, Ciao! Buongiorno! Arrivederci! Tanti auguri!

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LITF01

using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, Ciao! Buongiorno! Arrivederci! Tanti auguri!

##### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
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- use a range of skills to enhance verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LITF01

introducing themselves, for example, Come ti chiami? Mi chiamo ..., e tu? Quanti anni hai? Ho cinque anni, e tu? Come stai? Bene, e tu?

## **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LITF01

using formulaic phrases, for example, grazie! prego, scusa, per favore, bene, buon appetito!

## **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Personal awareness**

### **Personal and Social capability: Self-awareness: Personal awareness**

## **Content description**

AC9LITF01

expressing likes and dislikes, for example, sì; no; mi piace; non mi piace

## **Continuum extract**

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

- identify their likes, dislikes, strengths, abilities and interests when showing a personal preference
- identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices
- describe personal qualities and how these contribute to growth

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LITF01

participating in class activities and following instructions, for example, Entrate! Sedetevi! Andiamo!

## **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9LITF01

## **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LITF01

#### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Counting processes**

### **Numeracy: Number sense and algebra: Counting processes**

#### **Content description**

AC9LITF01

playing games such as counting games, sorting and order games, number games, tombola

#### **Learning progression extract**

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

#### **Counting sequences**

- identifies number words when reciting counting rhymes or when asked to count (e.g. holds up 3 3 3 fingers to represent 3 3 3 little ducks)

#### **Pre-counting**

- subitises small collections of objects, typically up to 3 3 3 items (e.g. recognises and names the number of dots on a card or how many fingers are held up out of one, 2 2 2 or 3 3 3 )

#### **Counting sequences**

- counts in stable counting order from one within a known number range (e.g. engages with counting in nursery rhymes, songs and children's literature)

#### **Perceptual counting**

- conceptually subitises a collection up to 5 5 5 (e.g. recognises a collection of 5 5 5 items as a result of perceptually subitising smaller parts such as 3 3 3 and 2 2 2 )
- counts a small number of items typically less than 4 4 4
- engages in basic counting during play-based activities such as cooking or shopping (e.g. places 3 3 3 bananas in a shopping basket one at a time and says " 1 , 2 , 3 1 , 2 , 3 1 , 2 , 3 ")

#### **Counting sequences**

- counts forward by one using the full counting sequence to determine the number before or after a given number, within the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes after 6 6 6 , counts from one in sequence up to 7 7 7 then says "it's 7 7 7 "; when asked what number comes before 6 6 6 , counts from one, 1 , 2 , 3 , 4 , 5 , 6 1, 2, 3, 4, 5, 6 1 , 2 , 3 , 4 , 5 , 6 and responds "its 5 5 5 ")

#### **Perceptual counting**

- matches the count to objects, using one-to-one correspondence (e.g. counts visible or orderly items by ones; may use objects, tally marks, bead strings, sounds or fingers to count; identifies that 2 2 2 sirens means it is lunchtime)
- determines that the last number said in a count names the quantity or total of that collection (e.g. when asked "how many" after they have counted the collection, repeats the last number in the count and indicates that it refers to the number of items in the collection)

## **Snapshot – Number and place value**

### **Numeracy: Number sense and algebra: Number and place value**

#### **Content description**

AC9LITF01

playing games such as counting games, sorting and order games, number games, tombola

## Learning progression extract

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

### Numeral recognition and identification

- identifies and produces familiar number names and numerals such as those associated with age or home address, but may not distinguish whether they refer to a quantity, an ordinal position or a label (e.g. "I am 5 5 5 and my sister is 7 7 7 "; "I wear the number 7 7 7 jumper"; "I live at 4 4 4 Baker Street"; "this is the number 2 2 2 ")

### Pre-place value

- compares 2 2 2 collections visually and states which group has more items and which group has less
- instantly recognises collections up to 3 3 3 without needing to count and recognises small quantities as being the same or different
- uses language to describe order and place (e.g. understands "who wants to go first?"; in the middle; "who was the last person to read this book?")

### Numeral recognition and identification

- identifies and names numerals in the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked "which is 3 3 3 ?" points to the numeral 3 3 3 ; when shown the numeral 5 5 5 , says "that's 5 5 5 ")
- matches a quantity of items in a collection to the correct number name or numeral in the range of 1 – 10 1–10 1 – 1 0 (e.g. when shown the numeral 5 5 5 and asked to "go and collect this many items", gathers 5 5 5 items)
- identifies standard number configurations such as on standard dice or dominos and in other arrangements up to 6 6 6 , using subitising (e.g. moves a counter the correct number of places on a board game based on the roll of a dice; recognises a collection of 5 5 5 items by perceptually subitising 3 3 3 and 2 2 2 )

### Developing place value

- orders numbers represented by numerals to at least 10 10 1 0 (e.g. uses number cards, or a number track and places the numerals 1 – 10 1–10 1 – 1 0 in the correct order)
- indicates the greater or lesser of 2 2 2 numbers represented by numerals in the range from one to 10 10 1 0 (e.g. when shown the numerals 6 6 6 and 3 3 3 , identifies 3 3 3 as representing the lesser amount)
- identifies smaller collections within collections to 10 10 1 0 such as numbers represented in non-standard number configurations (e.g. recognises 7 7 7 dots represented in a non-standard configuration by perceptually subitising 4 4 4 and 3 3 3 ; represents numbers less than 10 10 1 0 using five- and ten-frames)
- demonstrates that one 10 10 1 0 is the same as 10 10 1 0 ones (e.g. uses physical and virtual materials such as ten-frames and bundles of 10 10 1 0 )

### Numeral recognition and identification

- identifies, names, writes and interprets numerals up to 20 20 2 0 (e.g. when shown the numerals 4 , 17 , 9 4 , 17 , 9 4 , 1 7 , 9 and 16 16 1 6 and asked, "which is 16 16 1 6 ?", points to the numeral 16 16 1 6 or when shown the numeral 17 17 1 7 says its correct name; when role-playing simple money transactions, counts out 9 9 9 one-dollar coins to pay for an item that costs \$ 9 \ \$9 \$ 9
- identifies and uses the 1 – 9 1–9 1 – 9 repeating sequence in the writing of teen numerals
- identifies a whole quantity as the result of recognising smaller quantities up to 20 20 2 0 (e.g. uses part-part-whole knowledge of numbers to solve problems)

### Developing place value

- orders numbers from 1 – 20 1–20 1 – 2 0 (e.g. determines the largest number from a group of numbers in the range from one to 20 20 2 0 ; students are allocated a number between one and 20 20 2 0 and asked to arrange themselves in numerical order)
- represents and describes teen numbers as 10 10 1 0 and some more (e.g. 16 16 1 6 is 10 10 1 0 and 6 6 6 more; uses ten-frames to represent teen numbers)

## Snapshot – Communication

### Personal and Social capability: Social management: Communication

#### Content description

AC9LITF01

playing games such as counting games, sorting and order games, number games, tombola

## **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9LITF01

playing games such as counting games, sorting and order games, number games, tombola

#### **Continuum extract**

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LITF01

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

## **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 - Canzone sugli animali della fattoria (Farm animal song)**

By the end of the Foundation year, students use play and imagination to interact and create Italian texts, with support . They identify that Italian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

### **AC9LITF01**

with support, recognise and communicate meaning in Italian

### **AC9LITF02**

**explore, with support, of Italian noticing similarities and differences between Italian and English**

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#### **Elaborations**

- observing that written Italian uses the same letters as written English, although Italian has 21 letters while English has 26
- tracing the letters of the alphabet and imitating the sound, for example, tracing and imitating ba be, bi, bo, bu
- participating in alphabet songs, chants, to Italian , and , for example, stressing double letters and chanting
- making connections with Italian and used in everyday life in Australia, for example, identifying food names such as gelato, spaghetti, pasta, cappuccino, latte
- experimenting with sounds (animal sounds, etc.) used in Italian, for example, using the sounds bau bau (dog), pio pio (chicken), gru gru (pig) and comparing these sounds with animal sounds in English and other represented in the class
- identifying between Italian and English, for example, banana, computer
- noticing when Italian or English is being used in the classroom

Students learn to:

**explore, with support, language features of Italian noticing similarities and differences between Italian and English**

(AC9LITF02)

### **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

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reading and viewing**

- Phonic knowledge and word recognition

#### **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**

- Develop multiple perspectives

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#### **Engaging with cultural and linguistic diversity**



- Develop multiple perspectives

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Resources**

#### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LITF02

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

#### **Snapshot – Develop multiple perspectives**

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

##### **Content description**

AC9LITF02

##### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

#### **Snapshot – Phonic knowledge and word recognition**

#### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

##### **Content description**

AC9LITF02

##### **Learning progression extract**

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

##### **Phonic knowledge**

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

##### **Word recognition**

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

##### **Phonic knowledge**

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

### **Word recognition**

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

### **Phonic knowledge**

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

### **Word recognition**

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LITF02

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LITF02

tracing the letters of the alphabet and imitating the sound, for example, tracing and imitating ba be, bi, bo, bu

#### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

## **Snapshot – Develop multiple perspectives**

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

## **perspectives**

### **Content description**

AC9LITF02

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LITF02

making connections with Italian words and phrases used in everyday life in Australia, for example, identifying food names such as gelato, spaghetti, pasta, cappuccino, latte

### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LITF02

experimenting with sounds (animal sounds, etc.) used in Italian, for example, using the sounds bau bau (dog), pio pio (chicken), gru gru (pig) and comparing these sounds with animal sounds in English and other languages represented in the class

### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

### **Snapshot – Develop multiple perspectives**

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

## **perspectives**

### **Content description**

AC9LITF02

experimenting with sounds (animal sounds, etc.) used in Italian, for example, using the sounds bau bau (dog), pio pio (chicken), gru gru (pig) and comparing these sounds with animal sounds in English and other languages represented in the class

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LITF02

## Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

## Snapshot – Transfer knowledge

### Critical and Creative Thinking: Reflecting: Transfer knowledge

#### Content description

AC9LITF02

#### Continuum extract

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

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences

## AC9LITF03

### explore connections between and

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#### Elaborations

- locating Italy on a world map, understanding that Italian is the national of Italy, and that it is spoken in Italian-speaking communities around the world
  - exploring the different spoken by class members and to the different sounds and ways of saying common expressions such as “Good morning”, “My name is ...”
  - using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
  - noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
  - observing, through visual and audiovisual resources, including video clips and photos, that members of Italian-speaking communities may do everyday things differently from themselves, such as shaking hands, kissing on cheek, and starting a meal with Buon appetito!
  - noticing their own use of , expressions or behaviours that make them who they are, including from different , ways of celebrating or talking that may not be familiar to other people
  - exchanging ideas, feelings and understandings of and through play-based experiences, for example, playing dress-ups, pretend cafe, Pizzeria, and market stands, and with puppets
- Students learn to:

### explore connections between language and culture

(AC9LITF03)

#### 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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

#### 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

#### Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **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.

### **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.

### **Managing and operating**

- Select and operate tools

### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Collaboration

### **Resources**

### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LITF03

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LITF03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore the influence of cultures on interactions**

#### **Content description**

AC9LITF03

#### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LITF03

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9LITF03

##### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LITF03

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

### **Snapshot – Select and operate tools**

#### **Digital Literacy: Managing and operating: Select and operate tools**

##### **Content description**

AC9LITF03

observing, through visual and audiovisual resources, including video clips and photos, that members of Italian-speaking communities may do everyday things differently from themselves, such as shaking hands, kissing on cheek, and starting a meal with Buon appetito!

##### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

##### **Content description**

AC9LITF03

observing, through visual and audiovisual resources, including video clips and photos, that members of Italian-speaking communities may do everyday things differently from themselves, such as shaking hands, kissing on cheek, and starting a meal with Buon appetito!

### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LITF03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

### **Snapshot – Consider responses to intercultural contexts**

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

#### **Content description**

AC9LITF03

#### **Continuum extract**

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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
- describe how past intercultural experiences affect how they understand and respond to new experiences

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LITF03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9LITF03

#### **Continuum extract**

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities