(no-code)

with others using to information in familiar about self and personal world

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Elaborations

• greeting others, introducing themselves, expressing state of health and wellbeing, and good wishes, and leave-taking, using appropriate familiar or formal , for example, Mi chiamo … e tu? Come ti chiami? Ho 12 anni. Sono Simonetta. Ciao Gianni, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani. A domani. Buongiorno, ArrivederLa. Come si chiama? Buongiorno professoressa, come sta?

• sharing information about themselves, family, friends and pets using + + , including negative expressions, for example, Non sono alto/a, Ho gli occhi castani, mio nonno e` simpatico, la mia amica del cuore e` …; sono australiano/a di origine italiana/inglese; il mio gatto e' molto carino.

• describing an object or event in their local environment using + + + , including negative expressions, for example, è/non è grande/bello/di cotone/di seta; è interessante/difficile/noisoso/divertente

• interviewing classmates about themselves, their family, pets, likes and dislikes, hobbies and leisure time , for example, Hai una sorella/ un fratello? Hai un animale domestico?

• discussing their interests and leisure time and preferences, for example, Cosa fai nel tempo libero? Mi piace/non mi piace lo sport perché non sono molto atletico, faccio il nuoto ma preferisco giocare a pallacanestro, gioco a calcio ogni sabato mattina con i miei amici, vado in città ogni venerdì sera con gli amici /al centro commerciale, suono la chitarra ogni lunedì.

Students learn to:

interact with others using modelled language to exchange information in familiar co and personal world

(AC9LIT8EC01)

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

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

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS02 - Test di colloquio (Interview test)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT8EC01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC01
greeting others, introducing themselves, expressing state of health and wellbeing, appreciation and good wishes, and leave-taking, using appropriate familiar or formal language, for example,
Mi chiamo … e tu? Come ti chiami? Ho 12 anni. Sono Simonetta. Ciao Gianni, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani. A domani. Buongiorno, ArrivederLa. Come si chiama? Buongiorno professoressa, come sta?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC01

sharing information about themselves, family, friends and pets using subject+verb+adjective, including negative expressions, for example, Non sono alto/a, Ho gli occhi castani, mio nonno e` simpatico, la mia amica del cuore e` …; sono australiano/a di origine italiana/inglese; il mio gatto e' molto carino.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC01

describing an object or event in their local environment using article+subject+verb+adjective, including negative expressions, for example, è/non è grande/bello/di cotone/di seta; è interessante/difficile/noisoso/divertente

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC01

interviewing classmates about themselves, their family, pets, likes and dislikes, hobbies and leisure time activities, for example, Hai una sorella/ un fratello? Hai un animale domestico?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC01

discussing their interests and leisure time activities and preferences, for example, Cosa fai nel tempo libero? Mi piace/non mi piace lo sport perché non sono molto atletico, faccio il nuoto ma preferisco giocare a pallacanestro, gioco a calcio ogni sabato mattina con i miei amici, vado in città ogni venerdì sera con gli amici /al centro commerciale, suono la chitarra ogni lunedì.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

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 – WS02 - Test di colloquio (Interview test)

By the end of Year 8, students use Italian language to interact and collaborate with others , and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges . They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts . They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices .

Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication . They comment on aspects of Italian and English language structures and features, using metalanguage . They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LIT8EC01

interact with others using modelled language to exchange information in familiar contexts about self and personal world

AC9LIT8EC02

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

AC9LIT8EC04

locate and process information and ideas in familiar spoken, written and multimodal texts,

responding in ways appropriate to cultural context, purpose and audience

AC9LIT8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LIT8EU01

recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LIT8EU02

develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts

AC9LIT8EU03

compare Italian language structures and features with English, using familiar metalanguage

AC9LIT8EC02

develop to in , routines, tasks and responsibilities related to classroom and interests

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•

Elaborations

• following classroom instructions to understanding, for example, Siediti! Sedetevi! Seduti! In piedi! Aprite il quaderno! Silenzio! Alzate la mano! Adesso tocca a te!

• posing and responding to to elicit information, for example, C'e Marco? Presente! Hai una penna? Sì, eccola! Hai il quaderno? Sì, ce l'ho. No, non ce l'ho! Come vai a scuola? Vado in macchina. A piedi.

• asking for and giving an explanation, for example, Perché? Come si scrive? Può/puoi ripetere? Come si dice …? Come? Come si fa? Di chi è? È mio/è di Sara.

• requesting permission, for example, Posso andare in bagno? Mi presti la matita ?

• playing interactive games such as Dammi il dado! Tocca a me! Tocca te! Bravo/a! Hai vinto! Ho cinque punti! Secondo me … Penso di sì/penso di no …

• using , expressions such as bisogna essere rispettosi/ puntuali/ organizzati !

Students learn to:

develop language to interact in exchanges, routines, tasks and responsibilities relat and interests

(AC9LIT8EC02)

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

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS02 - Test di colloquio (Interview test)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT8EC02

Learning progression extract

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

• 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")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC02

Continuum extract

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

• 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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC02

following classroom instructions to convey understanding, for example, Siediti! Sedetevi! Seduti! In piedi! Aprite il quaderno! Silenzio! Alzate la mano! Adesso tocca a te!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC02

posing and responding to questions to elicit information, for example, C'e Marco? Presente! Hai una penna? Sì, eccola! Hai il quaderno? Sì, ce l'ho. No, non ce l'ho! Come vai a scuola? Vado in macchina. A piedi.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC02

asking for and giving an explanation, for example, Perché? Come si scrive? Può/puoi ripetere? Come si dice …? Come? Come si fa? Di chi è? È mio/è di Sara.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC02

requesting permission, for example, Posso andare in bagno? Mi presti la matita ?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC02

playing interactive games such as Dammi il dado! Tocca a me! Tocca te! Bravo/a! Hai vinto! Ho cinque punti! Secondo me … Penso di sì/penso di no …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication
Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC02

using formulaic, modelled expressions such as bisogna essere rispettosi/ puntuali/ organizzati !

Continuum extract

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

• 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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LIT8EC03

in non-verbal, spoken and written with peers to organise relating to daily life and school environment

•

•

Elaborations

• exchanging details about an organised event such as time, day, place, and participants, for example, Vieni a … con me? Sì/no. D'accordo. A che ora? Quando? Dove? Con chi? Che tempo fa? Se fa bel tempo ... ma se piove ...

• negotiating and making arrangements for social or sporting events by using such as messages, emails, invitations and messages, and using expressions of possibility, need and obligation + in set , for example, Vuoi venire a … Non voglio venire …, Voglio/non voglio … Posso/non posso venire, Cosa fai sabato? Vuoi venire da me? Forse sì/forse no Cosa facciamo questo fine settimana? Perché non andiamo ... allo stadio? alla partita? al cinema? possiamo andare in bicicletta; Vuoi venire a una festa a sopresa/ festa di compleanno/ invito/ pranzo di Natale/ la gita scolastica al ristorante italiano

• organising and promoting a day of Italian food and at school, allocating duties and responsibilities, for example, Organizziamo una giornata italiana a scuola. Prepariamo cibo regionale. Chi vuole fare il poster? Chi vuole fare gli inviti? Io preparo la pubblicita' per il sito della scuola. Io creo il volantino.

• participating in real and imagined transactions (purchasing a ticket for an event, choosing a gift for someone, etc.) for example, Quanto costa + definite or demonstrative + ? Cosa prendi? … un caffè … e tu?

Students learn to:

engage in modelled non-verbal, spoken and written exchanges with peers to organi
relating to daily life and school environment

(AC9LIT8EC03)
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

Social management

• Communication

• Collaboration

Self-management

• Perseverance and adaptability

Social management

• Communication
• Collaboration

Social management

• Communication
• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT8EC03

Learning progression extract

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

• 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")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC03

Continuum extract

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

• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC03
exchanging details about an organised event such as time, day, place, activity and participants, for example, Vieni a … con me? Sì/no. D'accordo. A che ora? Quando? Dove? Con chi? Che tempo fa? Se fa bel tempo ... ma se piove ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC03
negotiating and making arrangements for social or sporting events by using texts such as messages, emails, invitations and text messages, and using expressions of possibility, need and obligation modal verb+infinitive in set phrases, for example, Vuoi venire a … Non voglio venire …, Voglio/non voglio … Posso/non posso venire, Cosa fai sabato? Vuoi venire da me? Forse sì/forse no Cosa facciamo questo fine settimana? Perché non andiamo ... allo stadio? alla partita? al cinema? possiamo andare in bicicletta; Vuoi venire a una festa a sopresa/ festa di compleanno/ invito/ pranzo di Natale/ la gita scolastica al ristorante italiano

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT8EC03
negotiating and making arrangements for social or sporting events by using texts such as messages, emails, invitations and text messages, and using expressions of possibility, need and obligation modal verb+infinitive in set phrases, for example, Vuoi venire a … Non voglio venire …, Voglio/non voglio … Posso/non posso venire, Cosa fai sabato? Vuoi venire da me? Forse sì/forse no Cosa facciamo questo fine settimana? Perché non andiamo ... allo stadio? alla partita? al cinema? possiamo andare in bicicletta; Vuoi venire a una festa a sopresa/ festa di compleanno/ invito/ pranzo di Natale/ la gita scolastica al ristorante italiano

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Perseverance and adaptability

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

Content description

AC9LIT8EC03

organising and promoting a day of Italian food and culture at school, allocating duties and responsibilities, for example, Organizziamo una giornata italiana a scuola. Prepariamo cibo regionale. Chi vuole fare il poster? Chi vuole fare gli inviti? Io preparo la pubblicita' per il sito della scuola. Io creo il volantino.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC03

organising and promoting a day of Italian food and culture at school, allocating duties and responsibilities, for example, Organizziamo una giornata italiana a scuola. Prepariamo cibo regionale. Chi vuole fare il poster? Chi vuole fare gli inviti? Io preparo la pubblicita' per il sito della scuola. Io creo il volantino.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT8EC03

organising and promoting a day of Italian food and culture at school, allocating duties and responsibilities, for example, Organizziamo una giornata italiana a scuola. Prepariamo cibo regionale. Chi vuole fare il poster? Chi vuole fare gli inviti? Io preparo la pubblicita' per il sito della scuola. Io creo il volantino.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC03

participating in real and imagined transactions (purchasing a ticket for an event, choosing a gift for someone, etc.) for example, Quanto costa + definite article or demonstrative + noun? Cosa

prendi? … un caffè … e tu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT8EC03

participating in real and imagined transactions (purchasing a ticket for an event, choosing a gift for someone, etc.) for example, Quanto costa + definite article or demonstrative + noun? Cosa prendi? … un caffè … e tu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LIT8EC04

locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and

•
•
•

Elaborations

• to, viewing or to identify key ideas across a range of familiar matter presented in different formats, for example, to interviews about what teenagers do at school and after school il compito in classe, le interrogazioni, la maturità, il Liceo Classico, le Scuole Professionali, il motorino, cosa mi metto per andare a scuola? la mia casa, il mio quartiere, la mia città, i miei viaggi. le faccende, sport e i passatempi
• comparing and contrasting information on an issue from different sources and reporting about it to others using tools such as tables, graphic organisers, concept maps and charts, and summarising, for example, Il 30% degli student italiani preferisce andare alla spiaggia con amici ma solo il 18% degli student australiani va alla spiaggia con amici.
• discussing Italian itineraries, timetables, opening times, costs, for example, il preno parte alle 22,30 e l'autobus parte alle 22,00; la prima ora comincia alle 9,00; la ricreazione è alle 11,00; il treno regionale costa €12,35 e la Freccia Rossa costa €23,80; La banca chiude alle 13,00.
• to, or viewing First Nations Australian stories and responding to them in spoken or written Italian
• using print or digital maps of a real or imagined town to find locations and give directions for places of interest, for example, il supermercato è vicino alla scuola; La biblioteca è accanto alla mensa; La palestra è qui; Non c'è il bagno.
• locating specific information about a person, place, object or event in their local environment, describing Chi? Com'è? Come fa ?, events Cosa succede? Quando ?, settings Dove ?, and key ideas Perché ?, and establishing sequence, for example, prima … poi … dopo
• to, and weather reports and connecting to appropriate clothing, Oggi piove; C'è vento; Fa caldo/freddo; Quando piove indosso l'impermeabile. Quando fa freddo indosso la giacca. Cosa metti nella valigia per andare a ... al campeggio, al mare, a sciare
• identifying cultural aspects of daily life in Italy and comparing these with Australia, for example, fare la passeggiata , fare bella figura , eating habits, In Australia le persone cenano presto , il centro commerciale e gli orari di apertura , school life and routines mi alzo, mi vesto

, and presenting results in class in oral presentations or written descriptive
• summarising the main points of familiar , deducing the meaning of some unknown and , and identifying cultural references as well as representations, images and other content, which contributes to the overall meaning, for example, Nella mia famiglia ci sono 5 persone e in casa ci sono anche i nonni materni. Vivo con mia madre una settimana e con mio padre l'altra; Anna ha un cane ma io ho due gatti; Io gioco a tennis e la mia amica gioca a calcio; Nella foto vedo una casa e tre alberi ma non c'è una macchina.
• interviewing and/or surveying classmates about their daily routines (transport/mobile phone/internet use, messaging habits, virtual and real relationships, television viewing, hours of sport played, etc.) and presenting the data in various forms (graphs, summarising data, etc.), for example, cinque persone non hanno un cellulare; tanti/pochi … la maggior parte …; il 15 per cento; due su venti, il cento per cento usa il cellulare …
• to, or viewing stories, songs and poems, noticing aspects of meaning and style (the use of , , key , etc.), for example, noticing aspects of meaning and style in Inno di Mameli (the of the music the of song), Ricicla Riusa (Bla Bla) (the use of reinforces the vocabulary), La Mia Amica Del Cuore (Gazosa) – Dammi ...

Students learn to:

locate and process information and ideas in familiar spoken, written and multimoda responding in ways appropriate to cultural context, purpose and audience

(AC9LIT8EC04)

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Measuring time

Number sense and algebra

• Proportional thinking

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information
Navigating intercultural contexts

• Adapt in intercultural exchanges
Inquiring

• Identify, process and evaluate information
Navigating intercultural contexts

• Adapt in intercultural exchanges
Inquiring

• Identify, process and evaluate information
Inquiring

• Identify, process and evaluate information
Resources
Work Samples
WS02 - Test di colloquio (Interview test)

Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LIT8EC04
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
• 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
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT8EC04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts
Literacy: Reading and viewing: Understanding texts

Content description

AC9LIT8EC04
Learning progression extract

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

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute

to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes
• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary
• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIT8EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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
• responds to highly complex texts (see Text complexity)
• identifies and paraphrases key points of a speaker's arguments
• describes how listening skills should be applied, according to purpose
• evaluates strategies used by the speaker to elicit emotional responses
• explains any shift in direction, line of argument or purpose made by the speaker
• adopts and re-uses complex abstractions heard in texts
• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04
listening to, viewing or reading to identify key ideas across a range of familiar subject matter presented in different formats, for example, listening to interviews about what teenagers do at school and after school il compito in classe, le interrogazioni, la maturità, il Liceo Classico, le Scuole Professionali, il motorino, cosa mi metto per andare a scuola? la mia casa, il mio quartiere, la mia città, i miei viaggi. le faccende, sport e i passatempi

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

comparing and contrasting information on an issue from different sources and reporting about it to others using tools such as tables, graphic organisers, concept maps and charts, and summarising, for example, Il 30% degli student italiani preferisce andare alla spiaggia con amici ma solo il 18% degli student australiani va alla spiaggia con amici.

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

discussing Italian itineraries, timetables, opening times, costs, for example, il preno parte alle 22,30 e l'autobus parte alle 22,00; la prima ora comincia alle 9,00; la ricreazione è alle 11,00; il treno regionale costa €12,35 e la Freccia Rossa costa €23,80; La banca chiude alle 13,00.

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Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9LIT8EC04

discussing Italian itineraries, timetables, opening times, costs, for example, il preno parte alle 22,30 e l'autobus parte alle 22,00; la prima ora comincia alle 9,00; la ricreazione è alle 11,00; il treno regionale costa €12,35 e la Freccia Rossa costa €23,80; La banca chiude alle 13,00.

Learning progression extract

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

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)

Converting between units of time

• interprets and converts between 12 12 1 2 -hour and 24 24 2 4 -hour digital time, and analog and digital representations of time to solve duration problems

• converts between units of time, using appropriate conversion rates, to solve problems involving time (e.g. uses that there are 60 60 6 0 seconds in a minute to calculate the percentage improvement a 1500 1500 1 5 0 0 m runner made to their personal best time)

• uses rates involving time to solve problems (e.g. "travelling at 60 60 6 0 km/h, how far will I travel in 30 30 3 0 minutes?"; adjusts cooking or baking times based on weight or the size of the container)

Measuring time with large and small timescales

• uses appropriate metric prefixes to measure both large and small durations of time (e.g. millennia, nanoseconds)

• constructs timelines using an appropriate scale (e.g. chronologically sequences historical events)

Snapshot – Proportional thinking

Numeracy: Number sense and algebra: Proportional thinking

Content description

AC9LIT8EC04

discussing Italian itineraries, timetables, opening times, costs, for example, il preno parte alle 22,30 e l'autobus parte alle 22,00; la prima ora comincia alle 9,00; la ricreazione è alle 11,00; il treno regionale costa €12,35 e la Freccia Rossa costa €23,80; La banca chiude alle 13,00.

Learning progression extract

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

Using ratios and rates

• uses a ratio to create, increase or decrease quantities to maintain a given proportion (e.g. creates mixtures such as adhesives, finishes, salad dressings; scales a recipe up or down; makes 100 100 1 0 0 litres of cordial given instructions for making 5 5 5 litres using one part cordial to 6 6 6 parts water)

• uses rates to determine how quantities change (e.g. when travelling at a constant speed of 60 60 6 0 km/h, determines the distance travelled in 30 30 3 0 minutes; uses price rate of change to measure the direction and speed of a financial trend, such as an upward momentum in stock prices; compares the effect of different frame rates, frames per second, when producing a slow-motion sequence)

Proportionality and the whole

• determines the whole given a percentage (e.g. given 20 20 2 0 % is 13 13 1 3 millilitres, determines the whole is 65 65 6 5 millilitres; given 20 20 2 0 % is 1300 1300 1 3 0 0 kilojoules, determines the whole is 6500 6500 6 5 0 0 kilojoules when calculating the amount of energy consumed as part of a daily recommended intake)

• identifies the common unit rate to compare rates expressed in different units (e.g. calculates best buys; compares the relative speed of 2 2 2 vehicles)

• identifies, compares, represents and solves problems involving different rates in real world contexts (e.g. measures heart rate and breathing rate to monitor the body's reaction to a range of physical activities)

• determines the equivalence between 2 2 2 rates or ratios by expressing them in their simplest form

• describes how the proportion is preserved when using a ratio (e.g. uses the ratio 1 : 4 : 15 1:4:15 1 : 4 : 1 5 for the composition of silver, copper and gold to determine the mass of copper in a rose gold ring that weighs 8 8 8 grams; applies an aspect ratio when resizing images of an artwork such as if the aspect ratio is 3 : 2 3:2 3 : 2 then a picture that is 600 600 6 0 0 pixels wide

would be 400 400 4 0 0 pixels tall)

Applying proportion

• recognises that percentages can be greater than 100 100 1 0 0 % (e.g. the entry price to the show has gone up from $ 20 \$20 $ 2 0 last year to $ 25 \$25 $ 2 5 this year, that's 125 125 1 2 5 % of last year's price; examines food labels and nutritional tables to determine whether the percentage a fast food meal exceeds a recommended daily intake for sugar/fats)

• uses common fractions and decimals for proportional increase or decrease of a given amount

• increases and decreases quantities by a percentage and expresses a percentage increase or decrease using a multiplier (e.g. calculates 70 70 7 0 % or 0.7 0.7 0 . 7 of the original marked price to apply a 30 30 3 0 % discount; multiplies by 1.03 1.03 1 . 0 3 when predicting a 3 3 3 % future capital gain; calculates percentage increase or decrease in international migration in Australia)

• models situations uses percentages, rates and ratios (e.g. calculates interest payable on loans; compares taxation rates and the effect of a pay increase on how much annual income tax is payable; mixes chemical solutions using ratios; uses Mendelian inheritance to predict the ratio of offspring genotypes and phenotypes in monohybrid crosses)

• identifies and interprets situations where direct proportion is involved (e.g. hours worked and payment received; increase in income and increase in demand for branded products; increasing the mass will increase the force provided that acceleration remains constant)

• identifies and interprets situations where inverse proportion is involved (e.g. number of people working on a job and time taken to complete the job; speed and time taken to travel recognising that travelling at a greater speed will mean the journey takes less time; decrease in price and increase in demand)

• uses ratio and scale factors to enlarge or reduce the size of objects (e.g. interprets the scale used on a map and determines the real distance between 2 2 2 locations; draws engineering drawings to scale)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

using print or digital maps of a real or imagined town to find locations and give directions for places of interest, for example, il supermercato è vicino alla scuola; La biblioteca è accanto alla mensa; La palestra è qui; Non c'è il bagno.

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

locating specific information about a person, place, object or event in their local environment, describing characters Chi? Com'è? Come fa ?, events Cosa succede? Quando ?, settings Dove ?, and key ideas Perché ?, and establishing sequence, for example, prima … poi … dopo

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

listening to, and reading weather reports and connecting to appropriate clothing, Oggi piove; C'è vento; Fa caldo/freddo; Quando piove indosso l'impermeabile. Quando fa freddo indosso la giacca. Cosa metti nella valigia per andare a ... al campeggio, al mare, a sciare

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

identifying cultural aspects of daily life in Italy and comparing these with Australia, for example, fare la passeggiata , fare bella figura , eating habits, In Australia le persone cenano presto , il centro commerciale e gli orari di apertura , school life and routines mi alzo, mi vesto , and presenting results in class in oral presentations or written descriptive texts

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT8EC04

identifying cultural aspects of daily life in Italy and comparing these with Australia, for example, fare la passeggiata , fare bella figura , eating habits, In Australia le persone cenano presto , il centro commerciale e gli orari di apertura , school life and routines mi alzo, mi vesto , and presenting results in class in oral presentations or written descriptive texts

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• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

summarising the main points of familiar texts, deducing the meaning of some unknown words and phrases, and identifying cultural references as well as representations, images and other content, which contributes to the overall meaning, for example, Nella mia famiglia ci sono 5 persone e in casa ci sono anche i nonni materni. Vivo con mia madre una settimana e con mio padre l'altra; Anna ha un cane ma io ho due gatti; Io gioco a tennis e la mia amica gioca a calcio; Nella foto vedo una casa e tre alberi ma non c'è una macchina.

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

interviewing and/or surveying classmates about their daily routines (transport/mobile phone/internet use, text messaging habits, virtual and real relationships, television viewing, hours of sport played, etc.) and presenting the data in various forms (graphs, summarising data, etc.), for example, cinque persone non hanno un cellulare; tanti/pochi … la maggior parte …; il 15 per cento; due su venti, il cento per cento usa il cellulare …

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT8EC04

listening to, reading or viewing stories, songs and poems, noticing aspects of meaning and style (the use of rhythm, rhyme, key words, etc.), for example, noticing aspects of meaning and style in Inno di Mameli (the rhythm of the music conveys the purpose of song), Ricicla Riusa (Bla Bla) (the use of repetition reinforces the vocabulary), La Mia Amica Del Cuore (Gazosa) – Dammi ...

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AC9LIT8EC05

develop and begin to apply strategies to interpret, and meaning in Italian in familiar

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•

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Elaborations

• translating short , recognising when literal is or is not possible, for example, in idiomatic expressions In bocca al lupo!, and discussing reasons for equivalence or non-equivalence
• translating and short or , noting culture-specific and and discussing alternatives, equivalence or non-equivalence, for example, Boh! Magari! Uffa! Andare a trovare qualcuno
• making and using glossary lists for different and people (children, international students, visitors, etc.), and learning how to use print and digital dictionaries
• considering what will require an explanation, elaboration or illustration to be understood by an Italian , for example, explaining BBQ, suburb, and distances when describing the local environment, lifestyle and events
• identifying Italian-English such as dizionario /dictionary, farmacia /pharmacy, intelligente /intelligent, mercato /market, and using them to meaning
• developing awareness of Italian-English 'false friends' and reflecting on how they assist or inhibit meaning, for example, parenti = relatives (not parents), libreria = bookstore (not library), crudo = uncooked (not crude), bravo = good (not brave)
• explaining how translated labels do not necessarily capture cultural nuances when creating captions and labels relating to the immediate environment, for example, producing school timetables and signage such as la mensa, il campo sportivo, le scale
Students learn to:

develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts

(AC9LIT8EC05)
General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum priorities.
Analysing
• Interpret concepts and problems
Navigating intercultural contexts
• Adapt in intercultural exchanges
Reading and viewing
• Understanding texts
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
Investigating
• Locate information
Analysing
• Interpret concepts and problems
Navigating intercultural contexts
• Adapt in intercultural exchanges
Analysing
• Interpret concepts and problems
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
AC9LIT8EC05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context
Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu
Content description
AC9LIT8EC05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIT8EC05

Learning progression extract

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

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)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EC05

translating short texts, recognising when literal translation is or is not possible, for example, in idiomatic expressions In bocca al lupo!, and discussing reasons for equivalence or non-equivalence

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EC05

translating and interpreting short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence, for example, Boh! Magari! Uffa! Andare a trovare qualcuno

Continuum extract

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

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LIT8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
• locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EC05

identifying Italian-English cognates such as dizionario /dictionary, farmacia /pharmacy, intelligente /intelligent, mercato /market, and using them to predict meaning

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EC05

developing awareness of Italian-English 'false friends' and reflecting on how they assist or inhibit meaning, for example, parenti = relatives (not parents), libreria = bookstore (not library), crudo = uncooked (not crude), bravo = good (not brave)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EC05

explaining how translated labels do not necessarily capture cultural nuances when creating captions and labels relating to the immediate environment, for example, producing bilingual school timetables and signage such as la mensa, il campo sportivo, le scale

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

AC9LIT8EC06

spoken, written and , informative and imaginative using appropriate vocabulary, expressions, grammatical structures, and some textual

•
•
•

Elaborations

• producing and presenting (cartoons, big/picture books, digital stories/books, plays, etc.) for different learners, for example, producing and presenting such as cartoon , Commedia dell'Arte
• providing captions for , for example, creating picture dictionaries and photo stories with captions in Italian and English
• highlighting aspects of (school life, etc.), for example, aula magna, bidello/a, mensa, andare a

scuola in motorino, by creating digital such as annotated maps or building plans
• creating a print or digital poster in Italian to promote travel to a significant cultural location
on a First Nations , including what to see and do
• designing a pop-up picture book about self, based on coursework mi presento; la mia famiglia; la
scuola e la mia giornata; l'animale domestico; i miei passatempi
• a short poem about il tuo animale domestico or creating a poster about an endangered animal such
as La tigre è un animale a rischio
• such as raps, poems, lyrics, fotoromanzi , blogs, social media pages, website homepage based on
personal experiences and cultural events, for example, creating a song featuring body parts or
titles such as Pasqua in Australia, Natale al sole, la mia pagina facebook
• reinterpreting and performing stories and songs in spoken or written form, by retelling the
sequence, reordering the events in a story, or creating an alternative representation or ending
• performing their own which reflect daily routines such as family life and school life, for
example, a video about your daily routine using reflexive , Mi sveglio alle 7; Mi alzo alle 7,30;
Questa è la mia famiglia, Questa è la mia scuola … devo lavare i piatti, posso uscire con gli amici,
guardare le sitcom/le serie alla TV /YouTube/chattare/postare sui social etc.
• creating and performing their own which reflect Italian cultural behaviours (a skit of different
people greeting each other in a range of social settings or reflecting social and , etc.), or skits
of appropriate behaviours in , for example, Bisogna essere puntuali/organizzati/rispettosi !
Students learn to:

create spoken, written and multimodal, informative and imaginative texts using app vocabulary, expressions, grammatical structures, and some textual conventions

(AC9LIT8EC06)

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

Creating and exchanging

• Create, communicate and collaborate

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.

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Navigating intercultural contexts

• Consider responses to intercultural contexts

Social management

• Communication

Resources

Work Samples

WS01 - Presentazione di articoli di cancelleria (Presenting stationery)

WS02 - Test di colloquio (Interview test)

WS03 - Un animale immaginario (An imaginary animal)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIT8EC06

Continuum extract

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

• 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

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIT8EC06

Learning progression extract

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

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")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIT8EC06

Learning progression extract

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

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")

Crafting ideas

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions

in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

• uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIT8EC06

Learning progression extract

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

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)

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")

• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

• creates sustained texts that develop more abstract themes or concepts in imaginative ways

• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)

• develops an imaginative text around a theme or social issue

Text forms and features

• uses stylistic features for effect (e.g. narrates from an omniscient point of view)

• uses recurring imagery for cohesion

• uses language to create humour (e.g. irony, satire)

• uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

• uses vocabulary for precision (e.g. "shrouded" for "covered")

• uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

producing and presenting texts (cartoons, big/picture books, digital stories/books, plays, etc.) for different learners, for example, producing and presenting characters such as cartoon characters, Commedia dell'Arte characters

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIT8EC06

highlighting aspects of culture (school life, etc.), for example, aula magna, bidello/a, mensa, andare a scuola in motorino, by creating digital texts such as annotated maps or building plans

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

highlighting aspects of culture (school life, etc.), for example, aula magna, bidello/a, mensa, andare a scuola in motorino, by creating digital texts such as annotated maps or building plans

Continuum extract

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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

designing a pop-up picture book about self, based on coursework mi presento; la mia famiglia; la scuola e la mia giornata; l'animale domestico; i miei passatempi

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

writing a short poem about il tuo animale domestico or creating a poster about an endangered animal such as La tigre è un animale a rischio

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

composing texts such as raps, poems, lyrics, fotoromanzi , blogs, social media pages, website homepage based on personal experiences and cultural events, for example, creating a song featuring body parts or titles such as Pasqua in Australia, Natale al sole, la mia pagina facebook

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06

performing their own texts which reflect daily routines such as family life and school life, for example, a video about your daily routine using reflexive verbs, Mi sveglio alle 7; Mi alzo alle 7,30; Questa è la mia famiglia, Questa è la mia scuola … devo lavare i piatti, posso uscire con gli amici, guardare le sitcom/le serie alla TV /YouTube/chattare/postare sui social etc.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9LIT8EC06
creating and performing their own texts which reflect Italian cultural behaviours (a skit of different people greeting each other in a range of social settings or reflecting social conventions and attitudes, etc.), or skits of appropriate behaviours in context, for example, Bisogna essere puntuali/organizzati/rispettosi !

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EC06
creating and performing their own texts which reflect Italian cultural behaviours (a skit of different people greeting each other in a range of social settings or reflecting social conventions and attitudes, etc.), or skits of appropriate behaviours in context, for example, Bisogna essere puntuali/organizzati/rispettosi !

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS01 - Presentazione di articoli di cancelleria (Presenting stationery)

By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication. They

comment on aspects of Italian and English language structures and features, using metalanguage. They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LIT8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LIT8EU01

recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LIT8EU02

develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts

Resource – WS03 - Un animale immaginario (An imaginary animal)

By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts , and demonstrate understanding of how some language reflects cultural practices.

Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication . They comment on aspects of Italian and English language structures and features, using metalanguage. They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LIT8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LIT8EU02

develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts

AC9LIT8EU01

recognise and use features of the Italian sound system, including , , , and , and demonstrate understanding of how these are represented in familiar

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Elaborations

• recognising that Standard Italian is used in Italy and in diverse communities throughout the world, and that many speakers of Italian may also speak a regional and/or local
• examining differences in of and combinations, double , and , and applying to their own work, for example, famiglie, gnocchi, chiese, barche, chiavi, buono, cena, azione■ sono and sonno, vale and valle■ felicità, capacità, papa and pappa, casa and cassa, nono and nonno
• imitating the sound combinations of Italian, for example, combinations 'ce', 'ci', 'co', 'cu', 'ca', 'chi', 'che', 'gi', 'ge', 'go', 'gu', 'ghi', 'ghe', 'sci', 'sce', 'schi', 'sche'
• recognising the differences in and between statements, , exclamations and commands when , and expressing emotion, for example, Vai a casa? Va' a casa! Oh! E? Ahimè!
• making connections between spoken and written forms, and understanding the effect of grave and

acute on and meaning, for example, papa/papà; città, perché, cioè

• recognising and understanding the role of pause and using them to assist the flow of conversation, for example, beginning to use Insomma; Allora; Dunque; Vediamo ... when appropriate

• checking of using sound files and text-to-speech software

Students learn to:

recognise and use features of the Italian sound system, including pitch, rhythm, str pronunciation and intonation, and demonstrate understanding of how these are rep contexts

(AC9LIT8EU01)

General capabilities and cross-curriculum priorities

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

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

Social management

• Communication

Social management

• Communication

Managing and operating

• Select and operate tools

Resources

Work Samples

WS01 - Presentazione di articoli di cancelleria (Presenting stationery)

WS02 - Test di colloquio (Interview test)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIT8EU01

Learning progression extract

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

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")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
• includes a range of alternative viewpoints in spoken texts, where appropriate
• controls and manipulates a sophisticated range of language features to affect the audience
• uses a range of rhetorical devices and humour to engage an audience
• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

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

Content description

AC9LIT8EU01

Continuum extract

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU01

examining differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and applying to their own work, for example, famiglie, gnocchi, chiese, barche, chiavi, buono, cena, azione■ sono and sonno, vale and valle■ felicità, capacità, papa and pappa, casa and cassa, nono and nonno

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU01

imitating the sound combinations of Italian, for example, consonant combinations 'ce', 'ci', 'co', 'cu', 'ca', 'chi', 'che', 'gi', 'ge', 'go', 'gu', 'ghi', 'ghe', 'sci', 'sce', 'schi', 'sche'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU01

recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotion, for example, Vai a casa? Va' a casa! Oh! E? Ahimè!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU01

making connections between spoken and written forms, and understanding the effect of grave and acute accent marks on pronunciation and meaning, for example, papa/papà; città, perché, cioè

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU01

recognising and understanding the role of pause fillers and using them to assist the flow of conversation, for example, beginning to use Insomma; Allora; Dunque; Vediamo ... when appropriate

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LIT8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

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 - Presentazione di articoli di cancelleria (Presenting stationery)

By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using metalanguage. They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LIT8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LIT8EU01

recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

AC9LIT8EU02

develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts

Resource – WS02 - Test di colloquio (Interview test)

By the end of Year 8, students use Italian language to interact and collaborate with others , and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges . They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts . They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices .

Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication . They comment on aspects of Italian and English language structures and features, using metalanguage . They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LIT8EC01

interact with others using modelled language to exchange information in familiar contexts about self

and personal world
AC9LIT8EC02

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests
AC9LIT8EC04

locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience
AC9LIT8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions
AC9LIT8EU01

recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts
AC9LIT8EU02

develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts
AC9LIT8EU03

compare Italian language structures and features with English, using familiar metalanguage

AC9LIT8EU02

develop knowledge of, and use structures and features of, the Italian grammatical and systems, to understand and spoken, written and

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Elaborations

• understanding and using masculine and feminine (the grammatical gender) to identify people and objects, using singular and regular forms

• developing awareness of various categories of with common endings such as '-ista', '-zione', '-tore' and '-trice' , for example, il/la dentista, la stazione, il vincitore/la vincitrice , and comparing them to their English equivalents

• using indefinite and definite (un, una, un'; il, la, l', lo, i, le, gli)

• understanding that agree in number and gender with the , including possessive (my, your, his/her), for example, il mio libro, mia sorella, il mio papà, il tuo compleanno, la sua penna

• recognising that demonstratives also agree in number and gender to the , for example, Questa è la classe d'Italiano; Quella è la mia penna; Questo è lo zaino; Non mi piace quello

• asking using appropriate interrogatives, for example, Chi? Che? Cosa? Quale? Come?

• recognising that Italian uses cardinal and ordinal numbers differently to English, for example, dates, time

• using of time, manner and place, to describe where and when, for example, alle 9, con mamma, a scuola, in bagno

• understanding that some (a, da, in, di, su) are articulated and combine with the , for example, al telefono, alla television, dal dentista, sullo scaffale, nell'armadio

• using describing state (essere), possession (avere), for example, Sto bene; Ho dodici anni; Non ho una penna.

• conjugating regular describing actions in the present , for example, parlare, vedere, dormire cantare; Parlo inglese a casa; Vedi il libro? Dormi abbastanza? Pranziamo a scuola. Ceniamo insieme.

• recognising and using irregular in expressions, for example, Vado a mangiare; Vengo a scuola a piedi; Faccio i compiti.

• using high frequency reflexive , for example, mi alzo; mi diverto

• constructing simple in Italian + +object; making statements, asking and giving/receiving instructions +object, for example, Chiudi il libro!

• using common such as e, ma, perché, così, però, siccome

• forming negative statements and , for example, Non mi piace il gelato; Non mi piacciono gli spaghetti; Non ti piace sciare?

• using temporal markers such as Prima … poi … dopo … alla fine/ la mattina, il pomeriggio, la sera to sequence events or actions

• applying appropriate punctuation , noting differences between Italian and English use of capital letters and using rules of capitalisation when creating their own , for example, omission of capitals with weekdays, months of the year and nationalities; different with numbers: commas instead of full stops and colons, for example, alle 9,15 (at 9.15am); il 10,8% (10.8%)

Students learn to:

develop knowledge of, and use structures and features of, the Italian grammatical a systems, to understand and create spoken, written and multimodal texts

(AC9LIT8EU02)

General capabilities and cross-curriculum priorities

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

Writing

• Grammar

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Measurement and geometry

• Measuring time

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Presentazione di articoli di cancelleria (Presenting stationery)

WS02 - Test di colloquio (Interview test)

WS03 - Un animale immaginario (An imaginary animal)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LIT8EU02

Learning progression extract

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

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

developing awareness of various categories of nouns with common endings such as '-ista', '-zione', '-tore' and '-trice' , for example, il/la dentista, la stazione, il vincitore/la vincitrice , and comparing them to their English equivalents

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

using indefinite and definite articles (un, una, un'; il, la, l', lo, i, le, gli)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

understanding that adjectives agree in number and gender with the noun, including possessive adjectives (my, your, his/her), for example, il mio libro, mia sorella, il mio papà, il tuo compleanno, la sua penna

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

recognising that demonstratives also agree in number and gender to the noun, for example, Questa è la classe d'Italiano; Quella è la mia penna; Questo è lo zaino; Non mi piace quello

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

asking questions using appropriate interrogatives, for example, Chi? Che? Cosa? Quale? Come?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9LIT8EU02

Learning progression extract

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

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)

Converting between units of time
• interprets and converts between 12 12 1 2 -hour and 24 24 2 4 -hour digital time, and analog and digital representations of time to solve duration problems
• converts between units of time, using appropriate conversion rates, to solve problems involving

time (e.g. uses that there are 60 60 6 0 seconds in a minute to calculate the percentage improvement a 1500 1500 1 5 0 0 m runner made to their personal best time)
• uses rates involving time to solve problems (e.g. "travelling at 60 60 6 0 km/h, how far will I travel in 30 30 3 0 minutes?"; adjusts cooking or baking times based on weight or the size of the container)

Measuring time with large and small timescales

• uses appropriate metric prefixes to measure both large and small durations of time (e.g. millennia, nanoseconds)
• constructs timelines using an appropriate scale (e.g. chronologically sequences historical events)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

using prepositions of time, manner and place, to describe where and when, for example, alle 9, con mamma, a scuola, in bagno

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

understanding that some prepositions (a, da, in, di, su) are articulated and combine with the article, for example, al telefono, alla television, dal dentista, sullo scaffale, nell'armadio

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

using verbs describing state (essere), possession (avere), for example, Sto bene; Ho dodici anni; Non ho una penna.

Continuum extract

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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

conjugating regular verbs describing actions in the present tense, for example, parlare, vedere, dormire cantare; Parlo inglese a casa; Vedi il libro? Dormi abbastanza? Pranziamo a scuola. Ceniamo insieme.

Continuum extract

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

• 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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

recognising and using irregular verbs in formulaic expressions, for example, Vado a mangiare; Vengo a scuola a piedi; Faccio i compiti.

Continuum extract

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

• 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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

using high frequency reflexive verbs, for example, mi alzo; mi diverto

Continuum extract

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

• 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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

constructing simple sentences in Italian subject+verb+object; making statements, asking questions and giving/receiving instructions verb+object, for example, Chiudi il libro!

Continuum extract

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

• 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

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

using common conjunctions such as e, ma, perché, così, però, siccome

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

forming negative statements and questions, for example, Non mi piace il gelato; Non mi piacciono gli spaghetti; Non ti piace sciare?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

using temporal markers such as Prima … poi … dopo … alla fine/ la mattina, il pomeriggio, la sera to sequence events or actions

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT8EU02

applying appropriate punctuation conventions, noting differences between Italian and English use of capital letters and using rules of capitalisation when creating their own texts, for example, omission of capitals with weekdays, months of the year and nationalities; different conventions with numbers: commas instead of full stops and colons, for example, alle 9,15 (at 9.15am); il 10,8% (10.8%)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS03 - Un animale immaginario (An imaginary animal)

By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise

relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts , and demonstrate understanding of how some language reflects cultural practices.

Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication . They comment on aspects of Italian and English language structures and features, using metalanguage. They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

AC9LIT8EC06

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

AC9LIT8EU02

develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts

AC9LIT8EU03

compare Italian and features with English, using familiar

•

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Elaborations

• talking about and order using relevant such as / – doing/being/having/thinking such as gioco/sono/ho/penso/mi piace, , , , , and , and comparing grammatical features in Italian and English

• discussing the concept of number and gender – singular, , masculine, feminine, for example, Penna è femminile perché ha la 'a' finale ed è singolare

• explaining the use of (polite and familiar forms, etc.) and comparing the use of in Italian and English ; understanding cultural expectations in use based on gender, age, social status, and of , for example, discussing appropriate greetings for people of different ages and/or status (a neighbour or teacher) and comparing in a range of and explaining the use of such as polite and familiar forms, Ciao/Buongiorno ; Scusa/Scusi ; Come stai ?/ Come sta ?

• noticing global and cultural influences on the Italian and discussing when and how hybrid forms are used such as the influence of English in advertising/technology (cliccare, postare, chattare), numbers, mathematical symbols, sport (fare il footing), and single letters and acronyms TVTB (ti voglio tanto bene), 6 (s ei), x (per)) to replace in SMS messaging

• understanding the influence of other on Italian , for example, the use of borrowed such as un tailleur, la roulotte, il wurstel, il krapfen, il weekend, il footing and borrowing, and adapting of technical terms, for example, il mouse, la password, chattare

Students learn to:

compare Italian language structures and features with English, using familiar metal

(AC9LIT8EU03)

General capabilities and cross-curriculum priorities

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

Generating

• Create possibilities

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
Analysing

• Interpret concepts and problems
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
Resources
Work Samples

WS02 - Test di colloquio (Interview test)

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LIT8EU03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of
creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a
range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed
variations or combinations

Snapshot – Communicate responsively

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

Content description

AC9LIT8EU03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EU03
talking about language features and word order using relevant metalanguage such as verbs/processes –
doing/being/having/thinking verbs such as gioco/sono/ho/penso/mi piace, nouns, articles, adjectives,
pronouns, conjunctions and clauses, and comparing grammatical features in Italian and English
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EU03

discussing the concept of number and gender – singular, plural, masculine, feminine, for example, Penna è femminile perché ha la 'a' finale ed è singolare

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EU03

explaining the use of language (polite and familiar forms, etc.) and comparing the use of register in Italian and English texts; understanding cultural expectations in language use based on gender, age, social status, and purpose of interaction, for example, discussing appropriate greetings for people of different ages and/or status (a neighbour or teacher) and comparing register in a range of texts and explaining the use of language such as polite and familiar forms, Ciao/Buongiorno ; Scusa/Scusi ; Come stai ?/ Come sta ?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

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

Content description

AC9LIT8EU03

explaining the use of language (polite and familiar forms, etc.) and comparing the use of register in Italian and English texts; understanding cultural expectations in language use based on gender, age, social status, and purpose of interaction, for example, discussing appropriate greetings for people of different ages and/or status (a neighbour or teacher) and comparing register in a range of texts and explaining the use of language such as polite and familiar forms, Ciao/Buongiorno ; Scusa/Scusi ; Come stai ?/ Come sta ?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EU03

noticing global and cultural influences on the Italian language and discussing when and how hybrid forms are used such as the influence of English in advertising/technology (cliccare, postare, chattare), numbers, mathematical symbols, sport (fare il footing), and single letters and acronyms TVTB (ti voglio tanto bene), 6 (s ei), x (per)) to replace words in SMS messaging

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

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

Content description

AC9LIT8EU03

noticing global and cultural influences on the Italian language and discussing when and how hybrid forms are used such as the influence of English in advertising/technology (cliccare, postare, chattare), numbers, mathematical symbols, sport (fare il footing), and single letters and acronyms TVTB (ti voglio tanto bene), 6 (s ei), x (per)) to replace words in SMS messaging

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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
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT8EU03

understanding the influence of other cultures on Italian language, for example, the use of borrowed words such as un tailleur, la roulotte, il wurstel, il krapfen, il weekend, il footing and borrowing, and adapting of technical terms, for example, il mouse, la password, chattare

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com[...] responsively

Content description

AC9LIT8EU03

understanding the influence of other cultures on Italian language, for example, the use of borrowed words such as un tailleur, la roulotte, il wurstel, il krapfen, il weekend, il footing and borrowing, and adapting of technical terms, for example, il mouse, la password, chattare

Continuum extract

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

• 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

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

AC9LIT8EU04

recognise how is shaped by (s), (s), , and

•

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Elaborations

• discussing the significance of cultural concepts and how these relate to social and are reflected in use, for example, Lo scontrino, Salute! Cin Cin! Buon appetito! Fare la passeggiata; Fare bella/brutta figura, and making comparisons with Australian , analysing the meaning and use of proverbs and sayings such as Non si fa! and considering equivalents in English and other

• comparing Italian mannerisms in greetings with mannerisms of other represented in the classroom, and exploring the idea of Fare festa , when you meet and welcome someone by means of , to excitement, and understanding that there is a strong visual element to expressing one's feelings and emotions in Italian

• understanding differences between standardised and or variations, and how these a sense of and belonging; comparing used in the home and/or community with those used in formal settings such as school, for example, guaglione (Neapolitan) or toso (Venetian) and ragazzo (Standard Italian)

• examining how First Nations Australians' have strong connections to and how these can be compared to regional and variations in Italy and variation across Italian-speaking communities

• connecting the history of Italian migration to Australia to the formation of communities of speakers of Italian in specific cities and suburbs who identify as 'Italo-Australian' and noticing the resulting regional variations of and the impact of Australian English on the local Italian community, for example, la fenza, il carro, la crema (instead of la panna) which are not Italian

• reflecting on their own and others' responses to experiences and , for example, how people in Australia and in Italy (at school, while shopping, etc.), and comparing aspects such as the of social niceties or the efficiency of the , for example, Buongiorno. Mi dica … Desidera?

• reflecting on their own through connecting observations made about experiences over time, as a learner of Italian, for example, comparing and contrasting their own experiences through a series of journal entries/reflections

Students learn to:

recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and v[...]

(AC9LIT8EU04)

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

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Social awareness

• Empathy
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
Navigating intercultural contexts

• Consider responses to intercultural contexts
Engaging with cultural and linguistic diversity

• Develop multiple perspectives

• Develop empathy
Social awareness

• Empathy
Engaging with cultural and linguistic diversity

• Develop multiple perspectives
Social awareness

• Empathy
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.
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Social awareness

• Empathy
Engaging with cultural and linguistic diversity

• Develop multiple perspectives
Navigating intercultural contexts

• Consider responses to intercultural contexts
Social awareness

• Empathy
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Self-awareness

• Reflective practice
Resources
Snapshot – Develop multiple perspectives
Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives
Content description
AC9LIT8EU04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.

• 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

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives
Snapshot – Reflect on the relationship between cultures and identities
Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o

relationship between cultures and identities

Content description

AC9LIT8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIT8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LIT8EU04

discussing the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example, Lo scontrino, Salute! Cin Cin! Buon appetito! Fare la passeggiata; Fare bella/brutta figura, and making comparisons with Australian culture, analysing the meaning and use of proverbs and sayings such as Non si fa! and considering equivalents in English and other languages

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9LIT8EU04

discussing the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example, Lo scontrino, Salute! Cin Cin! Buon appetito! Fare la passeggiata; Fare bella/brutta figura, and making comparisons with Australian culture, analysing the meaning and use of proverbs and sayings such as Non si fa! and considering equivalents in English and other languages

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LIT8EU04
comparing Italian mannerisms in greetings with mannerisms of other cultures represented in the classroom, and exploring the idea of Fare festa , when you meet and welcome someone by means of voice, intonation to convey excitement, and understanding that there is a strong visual element to expressing one's feelings and emotions in Italian

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9LIT8EU04
comparing Italian mannerisms in greetings with mannerisms of other cultures represented in the classroom, and exploring the idea of Fare festa , when you meet and welcome someone by means of voice, intonation to convey excitement, and understanding that there is a strong visual element to expressing one's feelings and emotions in Italian

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIT8EU04
comparing Italian mannerisms in greetings with mannerisms of other cultures represented in the classroom, and exploring the idea of Fare festa , when you meet and welcome someone by means of voice, intonation to convey excitement, and understanding that there is a strong visual element to expressing one's feelings and emotions in Italian

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

perspectives

Content description

AC9LIT8EU04

understanding differences between standardised language and dialects or variations, and how these create a sense of identity and belonging; comparing words used in the home and/or community with those used in formal settings such as school, for example, guaglione (Neapolitan) or toso (Venetian) and ragazzo (Standard Italian)

Continuum extract

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

• 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

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIT8EU04

understanding differences between standardised language and dialects or variations, and how these create a sense of identity and belonging; comparing words used in the home and/or community with those used in formal settings such as school, for example, guaglione (Neapolitan) or toso (Venetian) and ragazzo (Standard Italian)

Continuum extract

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

• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness

• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect

relationship between cultures and identities

Content description

AC9LIT8EU04

connecting the history of Italian migration to Australia to the formation of communities of speakers of Italian in specific cities and suburbs who identify as 'Italo-Australian' and noticing the resulting regional variations of language and the impact of Australian English on the local Italian community, for example, la fenza, il carro, la crema (instead of la panna) which are not Italian words

Continuum extract

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

• 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

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIT8EU04

connecting the history of Italian migration to Australia to the formation of communities of speakers of Italian in specific cities and suburbs who identify as 'Italo-Australian' and noticing the resulting regional variations of language and the impact of Australian English on the local Italian community, for example, la fenza, il carro, la crema (instead of la panna) which are not Italian words

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LIT8EU04

reflecting on their own and others' responses to intercultural experiences and interactions, for example, how people interact in Australia and in Italy (at school, while shopping, etc.), and comparing aspects such as the exchange of social niceties or the efficiency of the interaction, for example, Buongiorno. Mi dica … Desidera?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

Content description

AC9LIT8EU04

reflecting on their own and others' responses to intercultural experiences and interactions, for example, how people interact in Australia and in Italy (at school, while shopping, etc.), and comparing aspects such as the exchange of social niceties or the efficiency of the interaction, for example, Buongiorno. Mi dica … Desidera?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIT8EU04

reflecting on their own and others' responses to intercultural experiences and interactions, for example, how people interact in Australia and in Italy (at school, while shopping, etc.), and comparing aspects such as the exchange of social niceties or the efficiency of the interaction, for example, Buongiorno. Mi dica … Desidera?

Continuum extract

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

• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness

• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own

• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

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

AC9LIT8EU04

Continuum extract

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

• 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

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9LIT8EU04

Continuum extract

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

• analyse personal abilities and achievements by seeking feedback

• plan a personal response to a range of contexts using feedback from previous experiences

• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback