

## **(no-code)**

**, and in familiar and unfamiliar related to students' own and others' experiences of the world, their in response to others**

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### **Elaborations**

- sustaining with others by acknowledging, asking for or clarification, or questioning further, for example, Scusa/Scusi non ho capito, puoi/può ripetere, per favore? Potrebbe ascoltare, per favore? Può aiutarmi a... Mi sono dimenticato/a di ...
- using contextual clues and to assist in comprehending and expressing meanings during spoken conversations such as responding to facial expressions showing emotion or confusion, for example, Ah, ora capisco! È davvero interessante. Come hai/ha detto? Eh sì! Ti capisco! Ma scherzi!
- corresponding with peers throughout the year (by phone, Skype, email, wiki, etc.) to build relationships and share about home, school, lifestyle, leisure and interests, for example, L'ultima volta abbiamo parlato di ... Questa volta voglio raccontarti ...; Che classe fai quest'anno? È più difficile quest'anno? La prossima volta ti parlerò del campeggio.
- in or with an Italian contact to seek personal information about their past, current and future plans, and to ask about life in Italy and the possibility of visiting in future, for example, Cosa hai fatto a Pasqua? Cosa farai per Pasquetta? Cosa fate per festeggiare il tuo compleanno? Pensi di venire in Australia un giorno? Penso di andare in Nuova Zelanda alla fine dell'anno.
- exchanging letters, emails and videos with peers in Italy and comparing aspects of youth lifestyle, school and environment using comparisons when expressing thoughts and ideas, for example, Cosa fate durante le vacanze estive? Come voi, anche noi andiamo verso il mare ...
- interviewing class members to gauge about aspects of daily life (school, pastimes, relationships and the local environment, etc.) and having a structured discussion as a class about the major themes and concerns that emerge, using / structures, for example, Come mai ...? Perché ...? Secondo te ...? Forse ... pensi che ...? È chiaro che ...
- sharing opinions with peers about experiences, events and interests, incorporating to express emotions and opinions such as approval, gratitude, regret, or boredom, for example, Ti è piaciuto/a la puntata/il concerto di ...? Cosa pensi di ...? Preferisco ... Penso che ... Vorrei ... Mi piace di più ... Purtroppo ... Insomma! Che noia! Che rabbia! Che bello! Che peccato!
- debating pros and cons related to topics such as adolescenti a dieta or the l'uso dei social media , for example, Sono pro/contro ... perché ... Di pro/contro c'è ...; Secondo me, è giusto che ... ma capisco che ...

Students learn to:

**initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to and others' experiences of the world, adjusting their language in response to others**

(AC9LIT10C01)

### **General capabilities and cross-curriculum priorities**

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

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

- Communicate responsively

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication

### **Elaborations**

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

#### **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

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- Communication

## **Futures**

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

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LIT10C01

##### **Continuum extract**

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

- 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 – Interacting**

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

##### **Content description**

AC9LIT10C01

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

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

- 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**

AC9LIT10C01

##### **Continuum extract**

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

- 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**

AC9LIT10C01

sustaining exchanges with others by acknowledging, asking for repetition or clarification, or questioning further, for example, Scusa/Scusi non ho capito, puoi/può ripetere, per favore? Potrebbe ascoltare, per favore? Può aiutarmi a... Mi sono dimenticato/a di ...

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### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LIT10C01

using contextual clues and gestures to assist in comprehending and expressing meanings during spoken conversations such as responding to facial expressions showing emotion or confusion, for example, Ah, ora capisco! È davvero interessante. Come hai/ha detto? Eh sì! Ti capisco! Ma scherzi!

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AC9LIT10C01

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### **Snapshot – Communication**

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

### **Content description**

AC9LIT10C01

corresponding with peers throughout the year (by phone, Skype, email, wiki, etc.) to build relationships and share views about home, school, lifestyle, leisure activities and interests, for example, L'ultima volta abbiamo parlato di ... Questa volta voglio raccontarti ...; Che classe fai quest'anno? È più difficile quest'anno? La prossima volta ti parlerò del campeggio.

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIT10C01

interacting in speaking or writing with an Italian contact to seek personal information about their past, current activities and future plans, and to ask about life in Italy and the possibility of visiting in future, for example, Cosa hai fatto a Pasqua? Cosa farai per Pasquetta? Cosa fate per festeggiare il tuo compleanno? Pensi di venire in Australia un giorno? Penso di andare in Nuova Zelanda alla fine dell'anno.

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LIT10C01

exchanging letters, emails and videos with peers in Italy and comparing aspects of youth lifestyle, school and environment using comparisons when expressing thoughts and ideas, for example, Cosa fate durante le vacanze estive? Come voi, anche noi andiamo verso il mare ...

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

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AC9LIT10C01

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#### **Snapshot – Communication**

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

##### **Content description**

AC9LIT10C01

interviewing class members to gauge views about aspects of daily life (school, pastimes, relationships and the local environment, etc.) and having a structured discussion as a class about the major themes and concerns that emerge, using modelled question/sentence structures, for example, Come mai ...? Perché ...? Secondo te ...? Forse ... pensi che ...? È chiaro che ...

##### **Continuum extract**

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

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#### **Snapshot – Communication**

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

##### **Content description**

AC9LIT10C01

sharing opinions with peers about experiences, events and interests, incorporating language to express emotions and opinions such as approval, gratitude, regret, appreciation or boredom, for example, Ti è piaciuto/a la puntata/il concerto di ...? Cosa pensi di ...? Preferisco ... Penso che ... Vorrei ... Mi piace di più ... Purtroppo ... Insomma! Che noia! Che rabbia! Che bello! Che peccato!

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#### **Snapshot – Communication**

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

##### **Content description**

AC9LIT10C01

debating pros and cons related to topics such as adolescenti a dieta or the l'uso dei social media , for example, Sono pro/contro ... perché ... Di pro/contro c'è ...; Secondo me, è giusto che ... ma capisco che ...

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## **Resource – Italian language resource**

### **Italian**

#### **Language support resource**

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

##### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

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

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

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

##### **Language features and structures**

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

##### **Thematic contexts for language use**

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

##### **Download**

## **AC9LIT10C02**

### **contribute to discussions that involve diverse to outcomes, issues and compare experiences**

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#### **Elaborations**

- collaboratively planning to decide , and roles in such as creating an itinerary for a visiting Italian student, for example, Come? Vorresti vedere ...? Che ne dici di ...? Cosa ne pensi di ...? Vogliamo ...? Ti piacerebbe ...? and asking to clarify intentions and seek agreement, for example, Cosa ne pensi se ...? Sei d'accordo? Va bene? Un' idea sarebbe ...
- participating in face-to-face with peers to persuade them to purchase items such as tickets, games or clothing, for example, Questa giacca è più bella di quella; Questa è la più elegante di tutte; Ma questa costa meno; È più comoda/pratica/leggera/di moda; Ti sta bene/meglio; Ti sta a pennello.
- contributing suggestions in the of undertaking a social project such as visiting a childcare centre or the local Italian aged-care home, for example, Dovremo contattare il centro/scrivere una lettera agli anziani ...; Cosa possiamo fare/giocare/portare? Possiamo giocare a tombola/carte/bocce; Potremmo cantare delle canzoni italiane; Potremmo portare biscotti italiani/foto dei nonni/della scuola/degli animali domestici
- planning and making decisions with others (about an event, visit, etc.) and discussing alternatives, contributing suggestions and expressing preferences, for example, planning and addressing issues in negotiating why and where they should go during their trip to Italy, for example, Abbiamo 20 giorni ma non possiamo vedere tutto. Quali città vuoi visitare? Secondo me

dovremmo andare prima a Roma perché ci sono molti voli diretti a Roma; Secondo me dovremmo vedere Roma alla fine perché ...; Sicilia è da vedere perché ...; Bisogna/propongo di fare così ... Prima andiamo a ..., poi ci fermiamo a ... Torneremo a casa il 23 gennaio.

- inviting peers to attend a gathering or celebration, and expressing agreement, disagreement, disappointment or enthusiasm when accepting and declining offers, requests and invitations, for example, Ti va di andare alla festa di Giorgio? T'interessa venire al concerto? Sei libero ...? Che bello! Non mi va. No posso, purtroppo devo andare dai nonni quella sera. Che delusione! Che peccato! La prossima volta!

- negotiating options and stating wants and needs, for example, Vuoi venire da me giovedì sera? Ho bisogno di aiuto con ...; Se viene ..., vengo anch' io. Secondo te, sarebbe meglio se ...? Conviene prendere l'autobus/venire un po' prima

- negotiating a price and understanding the appropriateness of this in different cultural , for example, In Italia al mercato è normale trattare. Posso chiedere lo sconto in un negozio? Costa un po' troppo, mi può fare uno sconto? È se ne compro due paia?

- exchanging a purchased item, for example, Mi dispiace, ma non mi sta/non funziona bene, c'è un difetto ... Vorrei cambiarlo/a; È possibile? Ho/Non trovo lo scontrino.

Students learn to:

**contribute to discussions that involve diverse views to negotiate outcomes, address and compare experiences**

(AC9LIT10C02)

### **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 .

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

- Develop multiple perspectives

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Collaboration

#### **Social management**

- Communication

- Collaboration

#### **Social management**

- Communication

- Collaboration

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Communication

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- Collaboration

#### **Social management**

- Communication

- Collaboration

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

- Develop multiple perspectives

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

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

##### **Content description**

AC9LIT10C02

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

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

- 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**

AC9LIT10C02

##### **Continuum extract**

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

- 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**

AC9LIT10C02

##### **Continuum extract**

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

- 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 – Develop multiple perspectives**

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

##### **Content description**

AC9LIT10C02



collaboratively planning to decide purposes, processes and roles in activities such as creating an itinerary for a visiting Italian student, for example, Come? Vorresti vedere ...? Che ne dici di ...? Cosa ne pensi di ...? Vogliamo ...? Ti piacerebbe ...? and asking questions to clarify intentions and seek agreement, for example, Cosa ne pensi se ...? Sei d'accordo? Va bene? Un' idea sarebbe ...

### **Continuum extract**

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

- 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 – Perseverance and adaptability**

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

##### **Content description**

AC9LIT10C02

collaboratively planning to decide purposes, processes and roles in activities such as creating an itinerary for a visiting Italian student, for example, Come? Vorresti vedere ...? Che ne dici di ...? Cosa ne pensi di ...? Vogliamo ...? Ti piacerebbe ...? and asking questions to clarify intentions and seek agreement, for example, Cosa ne pensi se ...? Sei d'accordo? Va bene? Un' idea sarebbe ...

### **Continuum extract**

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

- 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 – Collaboration**

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

##### **Content description**

AC9LIT10C02

collaboratively planning to decide purposes, processes and roles in activities such as creating an itinerary for a visiting Italian student, for example, Come? Vorresti vedere ...? Che ne dici di ...? Cosa ne pensi di ...? Vogliamo ...? Ti piacerebbe ...? and asking questions to clarify intentions and seek agreement, for example, Cosa ne pensi se ...? Sei d'accordo? Va bene? Un' idea sarebbe ...

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

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- 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**

AC9LIT10C02

participating in face-to-face interactions with peers to persuade them to purchase items such as tickets, games or clothing, for example, Questa giacca è più bella di quella; Questa è la più elegante di tutte; Ma questa costa meno; È più comoda/pratica/leggera/di moda; Ti sta bene/meglio; Ti sta a pennello.

### **Continuum extract**

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

- 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**

AC9LIT10C02

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### **Snapshot – Communication**

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

##### **Content description**

AC9LIT10C02

contributing suggestions in the context of undertaking a social project such as visiting a childcare centre or the local Italian aged-care home, for example, Dovremo contattare il centro/scrivere una lettera agli anziani ...; Cosa possiamo fare/giocare/portare? Possiamo giocare a tombola/carte/bocce; Potremmo cantare delle canzoni italiane; Potremmo portare biscotti italiani/foto dei nonni/della scuola/degli animali domestici

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### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9LIT10C02

planning and making decisions with others (about an event, visit, etc.) and discussing alternatives, contributing suggestions and expressing preferences, for example, planning and addressing issues in negotiating why and where they should go during their trip to Italy, for example, Abbiamo 20 giorni ma non possiamo vedere tutto. Quali città vuoi visitare? Secondo me dovremmo andare prima a Roma perché ci sono molti voli diretti a Roma; Secondo me dovremmo vedere Roma alla fine perché ...; Sicilia è da vedere perché ...; Bisogna/propongo di fare così ... Prima andiamo a ..., poi ci fermiamo a ... Torneremo a casa il 23 gennaio.

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- 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**

AC9LIT10C02

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

- 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**

AC9LIT10C02

inviting peers to attend a gathering or celebration, and expressing agreement, disagreement, disappointment or enthusiasm when accepting and declining offers, requests and invitations, for example, Ti va di andare alla festa di Giorgio? T'interessa venire al concerto? Sei libero ...? Che bello! Non mi va. No posso, purtroppo devo andare dai nonni quella sera. Che delusione! Che peccato! La prossima volta!

##### **Continuum extract**

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

- 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**

AC9LIT10C02

inviting peers to attend a gathering or celebration, and expressing agreement, disagreement, disappointment or enthusiasm when accepting and declining offers, requests and invitations, for example, Ti va di andare alla festa di Giorgio? T'interessa venire al concerto? Sei libero ...? Che bello! Non mi va. No posso, purtroppo devo andare dai nonni quella sera. Che delusione! Che peccato! La prossima volta!

### **Continuum extract**

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

- 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**

AC9LIT10C02

negotiating options and stating wants and needs, for example, Vuoi venire da me giovedì sera? Ho bisogno di aiuto con ...; Se viene ..., vengo anch' io. Secondo te, sarebbe meglio se ...? Conviene prendere l'autobus/venire un po' prima

##### **Continuum extract**

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

- 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**

AC9LIT10C02

negotiating options and stating wants and needs, for example, Vuoi venire da me giovedì sera? Ho bisogno di aiuto con ...; Se viene ..., vengo anch' io. Secondo te, sarebbe meglio se ...? Conviene prendere l'autobus/venire un po' prima

##### **Continuum extract**

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

- 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 – Develop multiple perspectives**

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

##### **Content description**

AC9LIT10C02

negotiating a price and understanding the appropriateness of this in different cultural contexts, for example, In Italia al mercato è normale trattare. Posso chiedere lo sconto in un negozio? Costa un po' troppo, mi può fare uno sconto? E se ne compro due paia?

##### **Continuum extract**

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

- 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 – Communication**

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

##### **Content description**

AC9LIT10C02

negotiating a price and understanding the appropriateness of this in different cultural contexts, for example, In Italia al mercato è normale trattare. Posso chiedere lo sconto in un negozio? Costa un po' troppo, mi può fare uno sconto? È se ne compro due paia?

### **Continuum extract**

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

- 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**

AC9LIT10C02

exchanging a purchased item, for example, Mi dispiace, ma non mi sta/non funziona bene, c'è un difetto ... Vorrei cambiarlo/a; È possibile? Ho/Non trovo lo scontrino.

### **Continuum extract**

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

- 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

### **AC9LIT10C03**

**evaluate and synthesise information, ideas and in a broad range of spoken, written and and respond appropriately to cultural , and**

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#### **Elaborations**

- interviewing older Italian speakers about aspects of their life when they were teenagers (their interests, daily routine practices, preferences, choices, likes, dislikes, etc.) and comparing the information with their own life in a report about 'the pros and cons of being young: now and in the past'
- extracting details and main ideas, making judgements about their relevance and discussing contrasting points of , for example, I fatti presentati sono ...; L'articolo è stato scritto dal punto di vista del genitore; Le due persone non sono d'accordo perché ...
- exploring different sources to gather information about an issue, organising their findings using tools (tables, graphic organisers, charts, etc.), reporting it to others, and discussing whether the information from different sources is similar or different and offering reasons why, Nella tabella si vede che ...; Secondo l'indagine ...; Secondo tre dottori ...; Tutti e tre articoli dicono che ...
- to or a First Nations Australian's stories and discussing their opinions and ideas, and, in Italian, presenting their personal profile to the class
- to, and viewing and answering critical literacy in Italian and English, for example, Chi è l'autore? Di cosa tratta? Per chi è stato scritto? Qual è il tema? Qual è lo scopo?
- summarising the message or argument of a (advertisement, poster, , etc.) and using evidence from the to consider how claims are supported, for example, comparing different of the same event or a topical issue such as i rapporti intergenerazionali, l'ambiente, le scelte alimentari, il consumo del grano transgenico, i rapporti genitori-figli
- ideas drawn from different areas of learning (health and nutrition, design, biological science, etc.) to inform others

Students learn to:

**evaluate and synthesise information, ideas and perspectives in a broad range of spoken and written multimodal texts and respond appropriately to cultural context, purpose and audience**

(AC9LIT10C03)

#### **General capabilities and cross-curriculum priorities**

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

priorities.

### **Inquiring**

- Identify, process and evaluate information

### **Reading and viewing**

- Understanding texts

### **Speaking and listening**

- Listening

### **Elaborations**

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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **People**

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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

### **Inquiring**

- Identify, process and evaluate information

### **Resources**

### **Work Samples**

## **WS01 - La moda e le stagioni (Fashion and the seasons)**

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

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

#### **Content description**

AC9LIT10C03

#### **Continuum extract**

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

- 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 – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LIT10C03

#### **Learning progression extract**

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

#### **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**

AC9LIT10C03

#### **Learning progression extract**

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

- 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 information**

##### **Content description**

AC9LIT10C03

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LIT10C03

extracting details and main ideas, making judgements about their relevance and discussing contrasting points of view, for example, I fatti presentati sono ...; L'articolo è stato scritto dal punto di vista del genitore; Le due persone non sono d'accordo perché ...

##### **Continuum extract**

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

- 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 information**

##### **Content description**

AC9LIT10C03

exploring different sources to gather information about an issue, organising their findings using tools (tables, graphic organisers, charts, etc.), reporting it to others, and discussing whether the information from different sources is similar or different and offering reasons why, Nella tabella si vede che ...; Secondo l'indagine ...; Secondo tre dottori ...; Tutti e tre articoli dicono che ...

##### **Continuum extract**

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

- 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 information**



## **Content description**

AC9LIT10C03

listening to, reading and viewing authentic texts and answering critical literacy questions in Italian and English, for example, Chi è l'autore? Di cosa tratta? Per chi è stato scritto? Qual è il tema? Qual è lo scopo?

### **Continuum extract**

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

- 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 information**

## **Content description**

AC9LIT10C03

summarising the message or argument of a text (advertisement, poster, article, etc.) and using evidence from the text to consider how claims are supported, for example, comparing different perspectives of the same event or a topical issue such as i rapporti intergenerazionali, l'ambiente, le scelte alimentari, il consumo del grano transgenico, i rapporti genitori-figli

### **Continuum extract**

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

- 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 information**

## **Content description**

AC9LIT10C03

conveying ideas drawn from different areas of learning (health and nutrition, design, biological science, etc.) to inform others

### **Continuum extract**

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

- 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

## **Resource – WS01 - La moda e le stagioni (Fashion and the seasons)**

By the end of Year 10, students contribute to and extend interactions in Italian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Italian to extend fluency. They

demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Italian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Italian, to evaluate how this learning influences their ideas and ways of communicating.

### **AC9LIT10C03**

evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

### **AC9LIT10C04**

interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts

### **AC9LIT10C05**

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences

### **AC9LIT10U02**

apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas

### **AC9LIT10C04**

**interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar**

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#### **Elaborations**

- and explaining the use of images, sounds, and choices to cultural concepts and ideals in Italian , for example, the didactic nature of Italian pop songs, the neorealism of Italian film, and social issues captured in graffiti
- experimenting with different resources to assist in and find the correct meaning in , for example, using monolingual and dictionaries, encyclopedias, electronic dictionaries and translators, comparing individual , back-translating, and swapping useful references
- participating in classroom discussions about how meaning can be interpreted or misinterpreted by others, for example, keeping a classroom journal with examples of used in within and outside the classroom as a basis for group discussion fare feste, fare il filo a ..., a mani vuote, perdersi, spalmare, rendere pan per focaccia
- to, or viewing traditional and contemporary (stories, fables, films, songs, etc.) to understand how moral and characteristics are portrayed such as being respectful, caring, clever and honest
- expressing thoughts and ideas about how implicit and explicit and that have been associated with Italian across generations, for example, viewing and discussing excerpts from La vita è bella, Pane e tulipani, Pane e cioccolato , or discussing the historical setting of the film Caterina va in città and the main 's to life
- investigating the social in which a was created and how this influenced the ideas and expression of the , for example, considering the 's background, prior or related events, and figures of importance
- experimenting with literal of popular Italian expressions or , for example, In bocca al lupo! Crepi il lupo! Che barba! and noticing when this confusion, recognising the nature of cultural elements of and
- finding examples of , expressions and behaviours used in Australian English that do not literally into Italian, for example, 'bush tucker', 'surf's up', and 'schoolies', and providing cultural explanations for Italian speakers
- evaluating use of non-verbal and verbal to cultural meaning, for example, used by Italian speakers to signal meanings such as Ma dai!; Che dici! and comparing with used in Australian English and other known

- exchanging correspondence with peers, reviewing and adapting their own contribution when the meaning is not clear, for example, providing further explanation or an alternative way of expressing an idea, Intendo dire che ... Sottolineo l'importanza di ...

Students learn to:

## **interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts**

(AC9LIT10C04)

### **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

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

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#### **Navigating intercultural contexts**

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- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Resources**

## **Work Samples**

### **WS01 - La moda e le stagioni (Fashion and the seasons)**

#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

###### **Content description**

AC9LIT10C04

###### **Continuum extract**

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

- 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 intercultural exchanges**

###### **Content description**

AC9LIT10C04

###### **Continuum extract**

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

- 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**

AC9LIT10C04

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

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

###### **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**

AC9LIT10C04

#### **Learning progression extract**

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

- 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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LIT10C04

#### **Continuum extract**

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

- 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 intercultural contexts**

#### **Content description**

AC9LIT10C04

### **Continuum extract**

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

- 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**

AC9LIT10C04

### **Continuum extract**

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

- 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**

AC9LIT10C04

participating in classroom discussions about how meaning can be interpreted or misinterpreted by others, for example, keeping a classroom journal with examples of language used in contexts within and outside the classroom as a basis for group discussion fare feste, fare il filo a ..., a mani vuote, perdersi, spalmare, rendere pan per focaccia

### **Continuum extract**

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

- 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 intercultural exchanges**

##### **Content description**

AC9LIT10C04

participating in classroom discussions about how meaning can be interpreted or misinterpreted by others, for example, keeping a classroom journal with examples of language used in contexts within and outside the classroom as a basis for group discussion fare feste, fare il filo a ..., a mani vuote, perdersi, spalmare, rendere pan per focaccia

### **Continuum extract**

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

- 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**

AC9LIT10C04

### **Continuum extract**

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

- 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**

AC9LIT10C04

expressing thoughts and ideas about how texts convey implicit and explicit values and beliefs that have been associated with Italian culture across generations, for example, viewing and discussing excerpts from *La vita è bella*, *Pane e tulipani*, *Pane e cioccolato*, or discussing the historical setting of the film *Caterina va in città* and the main character's attitude to life

#### **Continuum extract**

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

- 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 intercultural exchanges**

#### **Content description**

AC9LIT10C04

expressing thoughts and ideas about how texts convey implicit and explicit values and beliefs that have been associated with Italian culture across generations, for example, viewing and discussing excerpts from *La vita è bella*, *Pane e tulipani*, *Pane e cioccolato*, or discussing the historical setting of the film *Caterina va in città* and the main character's attitude to life

#### **Continuum extract**

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

- 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**

AC9LIT10C04

#### **Continuum extract**

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

- 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**

AC9LIT10C04

experimenting with literal translations of popular Italian expressions or idioms, for example, *In bocca al lupo!* *Crepi il lupo!* *Che barba!* and noticing when this creates confusion, recognising the nature of cultural elements of language and communication

#### **Continuum extract**

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

- 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 intercultural exchanges**

#### **Content description**

AC9LIT10C04

experimenting with literal translations of popular Italian expressions or idioms, for example, In bocca al lupo! Crepi il lupo! Che barba! and noticing when this creates confusion, recognising the nature of cultural elements of language and communication

#### **Continuum extract**

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

- 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**

AC9LIT10C04

#### **Continuum extract**

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

- 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 intercultural exchanges**

#### **Content description**

AC9LIT10C04

#### **Continuum extract**

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

- 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**

AC9LIT10C04

evaluating use of non-verbal and verbal language to communicate cultural meaning, for example, interpreting gestures used by Italian speakers to signal meanings such as Ma dai!; Che dici! and comparing with gestures used in Australian English and other known languages

#### **Continuum extract**

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

- 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 intercultural exchanges**

#### **Content description**

AC9LIT10C04

evaluating use of non-verbal and verbal language to communicate cultural meaning, for example, interpreting gestures used by Italian speakers to signal meanings such as Ma dai!; Che dici! and



comparing with gestures used in Australian English and other known languages

### **Continuum extract**

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

- 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**

AC9LIT10C04

exchanging correspondence with peers, reviewing and adapting their own contribution when the meaning is not clear, for example, providing further explanation or an alternative way of expressing an idea, Intendo dire che ... Sottolineo l'importanza di ...

### **Continuum extract**

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

- 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

### **AC9LIT10C05**

**and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures and a range of features and to different**

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### **Elaborations**

- using models of media (television reports, video clips, social media, etc.) to informative in spoken and written form to achieve different (to persuade, entertain, inspire, etc.) such as a weather report, a sports report, a magazine about an issue or event, or a travel brochure promoting a local region or product, for example, Il tempo previsto per domani è ... L'aspetto più interessante da capire è ... Venite in Liguria! Vi aspettiamo! Cosa aspettate? Gli immigrati possono essere una grande risorsa. Le olive siciliane sono le più gustose.
- creating reflective , for example, creating a journal to present feelings about themes of personal or social relevance such as friendships, relationships and contemporary issues, Non ci posso credere! Mi fa paura. Mi fa arrabbiare. Mi sorprende. Mi dà coraggio. Non sopporto la violenza. Ho un sogno ... Mi piacerebbe ... Condivido le opinioni/le idee di ... perché ...
- entertaining others by creating with various settings, , events, ideas and emotions
- a journal entry, or contributing to a school newsletter in Italian reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
- creating a procedural for different and , for example, producing a procedural to provide directions to find a restaurant, instructions for how to play a game, how to prepare a dish, and how to post something on social media, Prima bisogna dare le carte: tre per ogni persona. Poi ...; Prima bisogna cliccare su ... e aprire ...
- creating that reveal aspects of Australian for Italian-speaking and vice versa, for example, creating a about what some Australians do on the Anzac Day public holiday, La mattina di Anzac Day mi alzo quando e' ancora buio e vado ... per ricordare ... con ...
- a fictional diary/journal of a significant person in the Italian-speaking community in which the person reflects on past successes, future aspirations and goals and current projects
- using expressions and to enhance the message in about, for example, current social themes
- designing such as an advertisement or magazine cover for a particular , making choices about images, cultural references, music and colour, and explaining reasons for their choices, for example, saying ho scelto il blu perché è molto rilassante; ho scelto quel cantante perché è molto popolare in Italia in questo momento.
- using features of such as lexical choices and idiomatic expressions used to achieve different ,

for example, Chiamaci — ti aspettiamo (advertising) . Batti un colpo.

- exploring the expressions and used in contemporary (poetry, song lyrics, etc.) to explore and discuss the aspects of Italian society and , incorporating them appropriately to suit , and when creating

Students learn to:

**create and present informative and imaginative texts for diverse contexts and purposes using appropriate vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences**

(AC9LIT10C05)

### **General capabilities and cross-curriculum priorities**

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

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Country/Place**

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

#### **Social management**

- Communication

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

### **WS01 - La moda e le stagioni (Fashion and the seasons)**

#### **Snapshot – Speaking**

**Literacy: Speaking and listening: Speaking**

## **Content description**

AC9LIT10C05

### **Learning progression extract**

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

#### **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**

AC9LIT10C05

### **Learning progression extract**

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

#### **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**

AC9LIT10C05

#### **Learning progression extract**

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

#### **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**

AC9LIT10C05

#### **Continuum extract**

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

- 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**

AC9LIT10C05

using models of media texts (television reports, video clips, social media, etc.) to create informative texts in spoken and written form to achieve different purposes (to persuade, entertain, inspire, etc.) such as a weather report, a sports report, a magazine article about an issue or event, or a travel brochure promoting a local region or product, for example, Il tempo previsto per domani è ... L'aspetto più interessante da capire è ... Venite in Liguria! Vi aspettiamo! Cosa aspettate? Gli immigrati possono essere una grande risorsa. Le olive siciliane sono le più gustose.

#### **Continuum extract**

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

- 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**

AC9LIT10C05

creating reflective texts, for example, creating a journal to present feelings about themes of personal or social relevance such as friendships, relationships and contemporary issues, Non ci posso credere! Mi fa paura. Mi fa arrabbiare. Mi sorprende. Mi dà coraggio. Non sopporto la violenza. Ho un sogno ... Mi piacerebbe ... Condivido le opinioni/le idee di ... perché ...

#### **Continuum extract**

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

- 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**

AC9LIT10C05

### **Continuum extract**

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

- 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**

AC9LIT10C05

creating a procedural text for different audiences and purposes, for example, producing a procedural text to provide directions to find a restaurant, instructions for how to play a game, how to prepare a dish, and how to post something on social media, Prima bisogna dare le carte: tre per ogni persona. Poi ...; Prima bisogna cliccare su ... e aprire ...

### **Continuum extract**

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

- 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 responses to intercultural contexts**

#### **Content description**

AC9LIT10C05

creating bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa, for example, creating a bilingual text about what some Australians do on the Anzac Day public holiday, La mattina di Anzac Day mi alzo quando e' ancora buio e vado ... per ricordare ... con ...

### **Continuum extract**

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

- 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**

AC9LIT10C05

creating bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa, for example, creating a bilingual text about what some Australians do on the Anzac Day public holiday, La mattina di Anzac Day mi alzo quando e' ancora buio e vado ... per ricordare ... con ...

### **Continuum extract**

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

- 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**

AC9LIT10C05

### **Continuum extract**

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

- 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**

AC9LIT10C05

#### **Continuum extract**

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

- 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**

AC9LIT10C05

designing texts such as an advertisement or magazine cover for a particular audience, making choices about images, cultural references, music and colour, and explaining reasons for their choices, for example, saying ho scelto il blu perché è molto rilassante; ho scelto quel cantante perché è molto popolare in Italia in questo momento.

#### **Continuum extract**

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

- 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**

AC9LIT10C05

using features of language such as lexical choices and idiomatic expressions used to achieve different purposes, for example, Chiamaci — ti aspettiamo (advertising) . Batti un colpo.

#### **Continuum extract**

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

- 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**

AC9LIT10C05

#### **Continuum extract**

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

- 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

### **AC9LIT10U01**

**apply features and of spoken Italian to in responding to and creating in familiar and unfamiliar**

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#### **Elaborations**

- demonstrating control of and combinations, double , , and when aloud

- applying appropriate pauses, and expression to interpret devices ( , , etc.) to emotion and feelings when out loud
- stressing the correct when using the imperfect in Italian, for example, ascol ta vo, ascol ta vi, ascol ta va, ascolta va mo, ascolta va te, ascol ta vano
- applying correct , , and to assist in making meaning in , and applying this knowledge to their own , for example, stories to young children and asking , expressing emotions, exclamations and commands

Students learn to:

## **apply features and conventions of spoken Italian to extend fluency in responding to texts in familiar and unfamiliar contexts**

(AC9LIT10U01)

### **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 .

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

#### **Snapshot – Speaking**

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

#### **Content description**

AC9LIT10U01

#### **Learning progression extract**

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

#### **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**

AC9LIT10U01

##### **Continuum extract**

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

- 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**

AC9LIT10U01

##### **Continuum extract**

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

- 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**

AC9LIT10U01

##### **Continuum extract**

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

- 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

## AC9LIT10U02

**apply knowledge of grammatical structures to meaning and compose that contain some complex structures and ideas**

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### Elaborations

- introducing additional information when describing actions, people and objects by using a range of , including articulated and special uses of a, di and da , for example, Pratico il nuoto da 6 anni. Hai una faccia da schiaffi! Fatto a mano!
- using to refer to the person carrying out an action or to refer to somebody or something, for example, personal , reflexive , direct and indirect object , relative , demonstrative , possessive , and exposure to ci/vi, ne
- using and of manner, place and time to modify the meaning of and , for example, proprio, troppo, abbastanza, specialmente, soprattutto, spesso, quasi mai, nemmeno, neanche
- describing events across different times and choosing appropriate , including present, present perfect, imperfect and future , and conditional and subjunctive
- recognising the impersonal si in and commonly used , for example, Si parla italiano.
- connecting or elaborating by using , including siccome, invece, sebbene, nonostante, anche, dunque, quindi, cioè
- constructing compound , for example, Il film che ho visto ieri era favoloso!
- understanding that in Italian, may be omitted, for example, Mia sorella è ritornata tardi/ È ritornata tardi.
- using cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken , for example, Non avevo più soldi, quindi sono tornato a casa.

Students learn to:

**apply knowledge of grammatical structures to predict meaning and compose texts t complex structures and ideas**

(AC9LIT10U02)

### 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 .

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### 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 - La moda e le stagioni (Fashion and the seasons)**

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9LIT10U02

#### **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**

AC9LIT10U02

##### **Continuum extract**

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

- 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: Communicate responsively**

##### **Content description**

AC9LIT10U02

introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of a, di and da , for example, Pratico il nuoto da 6 anni. Hai una faccia da schiaffi! Fatto a mano!

##### **Continuum extract**

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

- 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**

AC9LIT10U02

introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of a, di and da , for example, Pratico il nuoto da 6 anni. Hai una faccia da schiaffi! Fatto a mano!

##### **Continuum extract**

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

- 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**

AC9LIT10U02

using pronouns to refer to the person carrying out an action or to refer to somebody or something, for example, personal pronouns, reflexive pronouns, direct and indirect object pronouns, relative

pronouns, demonstrative pronouns, possessive pronouns, and exposure to ci/vi, ne

### **Continuum extract**

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

- 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**

AC9LIT10U02

using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, for example, proprio, troppo, abbastanza, specialmente, soprattutto, spesso, quasi mai, nemmeno, neanche

### **Continuum extract**

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

- 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**

AC9LIT10U02

### **Continuum extract**

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

- 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**

AC9LIT10U02

connecting or elaborating clauses by using conjunctions, including siccome, invece, sebbene, nonostante, anche, dunque, quindi, cioè

### **Continuum extract**

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

- 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**

AC9LIT10U02

constructing compound sentences, for example, Il film che ho visto ieri era favoloso!

### **Continuum extract**

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

- 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**

AC9LIT10U02

using cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken texts, for example, Non avevo più soldi, quindi sono tornato a casa.

### **Continuum extract**

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

- 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 - La moda e le stagioni (Fashion and the seasons)**

By the end of Year 10, students contribute to and extend interactions in Italian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Italian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Italian texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Italian, to evaluate how this learning influences their ideas and ways of communicating.

### **AC9LIT10C03**

evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

### **AC9LIT10C04**

interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts

### **AC9LIT10C05**

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences

### **AC9LIT10U02**

apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas

### **AC9LIT10U03**

**reflect on and evaluate Italian , using to analyse and features**

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#### **Elaborations**

- discussing order, and using terms such as , , conditional and subjunctive, for example, forming using the correct terms, “How do we form the present perfect of a reflexive ?”, “What is meant by the subjunctive and when is it used?”
- analysing and discussing the emotional impact of such as the use of and metaphors to express emotions and , using metalanguage, for example, Mi piace da matti/da morire! ... È una vita che aspetto! Sei una volpe! ... La Divinia Commedia è lo specchio della società medievale italiana.
- using knowledge of in Italian to analyse different such as a , letter, recipe, message or report
- comparing Italian and English versions of particular types, noticing any differences and using their knowledge of to that respect the
- comparing created for different such as advertisements, brochures and signs for urban and rural communities or different regions, and noticing how the reflects ideas and concerns that are important to different communities

- analysing differences in lexis and between regional uses of Standard Italian and
- exploring associated with particular subgroups in Italian communities (children, youth, women, the elderly, rappers, police, athletes, etc.) to understand how groups develop their own and how this can influence membership
- analysing degrees of formality in correspondence and dialogue to explain features of that affect formality such as the use of the subjunctive *Qualunque cosa vuoi, non fare complimenti; Qualunque cosa Lei voglia, non faccia complimenti.*
- examining the of specific (protest songs, posters, graffiti, etc.) to identify ways in which is used for social commentary
- investigating the impact of media and technology on Italian, including forms used to express new concepts such as the influence of English in Italian media, for example, *Fra le iniziative che vale la pena ricordare, c'è la campagna di sensibilizzazione online 'Stop Cyberbullismo', avviata nel 2008 dal Ministero della Pubblica Istruzione.*
- analysing Italian vocabulary related to art, music and cuisine and the impact that this vocabulary has had on other such as the use of the opera, *chiaroscuro, allegro con brio*
- exploring the dynamic nature of , such as the influence of English in Italian, to express concepts and practices in areas such as music, technology and popular , for example, *clicare, digitare, formattare, autostop, autogrill, il manager, la leader*

Students learn to:

## **reflect on and evaluate Italian texts, using metalanguage to analyse language structure and features**

(AC9LIT10U03)

### **General capabilities and cross-curriculum priorities**

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

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Elaborations**

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

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

- Communicate responsively

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Resources**

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

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

##### **Content description**

AC9LIT10U03

##### **Continuum extract**

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

- 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 – Communicate responsively**

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

##### **Content description**

AC9LIT10U03

##### **Continuum extract**

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

- 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 – Communicate responsively**

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

##### **Content description**

AC9LIT10U03

##### **Continuum extract**

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

- 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 – Communicate responsively**

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

##### **Content description**

AC9LIT10U03

analysing and discussing the emotional impact of text features such as the use of hyperbole and metaphors to express emotions and convey attitudes, using metalanguage, for example, *Mi piace da matti/da morire! ... È una vita che aspetto! Sei una volpe! ... La Divina Commedia è lo specchio della società medievale italiana.*

##### **Continuum extract**



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

- 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 – Identify, process and evaluate information**

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

**Content description**

AC9LIT10U03

**Continuum extract**

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

- 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 information**

**Content description**

AC9LIT10U03

**Continuum extract**

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

- 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 – Communicate responsively**

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

**Content description**

AC9LIT10U03

**Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

**Content description**

AC9LIT10U03

**Continuum extract**

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

- 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 – Communicate responsively**

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

### **Content description**

AC9LIT10U03

### **Continuum extract**

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

- 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 – Communicate responsively**

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

### **Content description**

AC9LIT10U03

analysing degrees of formality in correspondence and dialogue to explain features of language that affect formality such as the use of the subjunctive *Qualunque cosa vuoi, non fare complimenti*; *Qualunque cosa Lei voglia, non faccia complimenti*.

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

### **Content description**

AC9LIT10U03

### **Continuum extract**

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

- 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 – Communicate responsively**

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

### **Content description**

AC9LIT10U03

### **Continuum extract**

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

- 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**

AC9LIT10U03

investigating the impact of media and technology on Italian, including blended forms used to express new concepts such as the influence of English in Italian media, for example, Fra le iniziative che vale la pena ricordare, c'è la campagna di sensibilizzazione online 'Stop Cyberbullismo', avviata nel 2008 dal Ministero della Pubblica Istruzione.

#### **Continuum extract**

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

- 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**

AC9LIT10U03

exploring the dynamic nature of language, such as the influence of English in Italian, to express concepts and practices in areas such as music, technology and popular culture, for example, cliccare, digitare, formattare, autostop, autogrill, il manager, la leader

#### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

#### **Content description**

AC9LIT10U03

exploring the dynamic nature of language, such as the influence of English in Italian, to express concepts and practices in areas such as music, technology and popular culture, for example, cliccare, digitare, formattare, autostop, autogrill, il manager, la leader

#### **Continuum extract**

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

- 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

## **AC9LIT10U04**

**reflect on and evaluate how is shaped by (s), (s), , and and how these affect ways of communicating**

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#### **Elaborations**

- evaluating self-profiles or autobiographies in formats such as journal entries, , captioned photo stories, digital accounts or short films, including episodes related to the experience of learning Italian and , and express how these have had an impact on their understanding, or sense of
- analysing correspondence with Italian peers to notice the that are asked about lifestyle and practices in Australia, and reflecting on their own and the assumptions these reveal
- reflecting on aspects of their own experiences of such as instances of breakdowns or breakthroughs

in , repair and recovery strategies, and responses to and insights gained through ; sharing experiences of successful and

- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present to a group of Italian-speaking visitors at a school assembly
- sharing ideas about themselves (describing memberships, special talents, explaining family traditions, etc.) and reflecting on themselves as communicators in Italian/English
- considering how their has changed over time, based on experiences recorded in a journal throughout the school year
- reflecting on how learning Italian has given them insight into the close connection between and and evaluating how their own assumptions have changed
- sharing family and cultural traditions and experiences, considering how these have shaped and continue to shape personal , for example, Per la mia famiglia e' molto importante mangiare insieme ogni sera e mi piace perché parliamo di tutto e posso parlare della mia giornata ed esprimere le mie opinioni, così mi sento importante. Spesso parliamo di problemi e cosa possiamo fare così troviamo una soluzione insieme.
- reflecting on own experiences of the influence of and , identifying experiences of inclusion or exclusion, or the marking of respect, and
- identifying specific expressions that reflect cultural concepts in different experiences and , for example, sono in pausa pranzo, faccio il pisolino, Andiamo a prendere un aperitivo.

Students learn to:

**reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes, values and how these affect ways of communicating**

(AC9LIT10U04)

### **General capabilities and cross-curriculum priorities**

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

#### **Elaborations**

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

#### **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

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

- Communicate responsively

#### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **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

### **Self-awareness**

- Reflective practice

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

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

- Develop empathy

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

- Reflect on the relationship between cultures and identities

## **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

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

- Reflect on the relationship between cultures and identities

## **Resources**

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LIT10U04

##### **Continuum extract**

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

- 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**

AC9LIT10U04

##### **Continuum extract**

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

- 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 – 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**

AC9LIT10U04

##### **Continuum extract**

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

- 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 – Communicate responsively**

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

#### **Content description**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – 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**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – Draw conclusions and provide reasons**

### **Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons**

#### **Content description**

AC9LIT10U04

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

#### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LIT10U04

### **Continuum extract**

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

- 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 – Respond to biases, stereotypes, prejudices and discrimination**

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

### **Content description**

AC9LIT10U04

### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LIT10U04

### **Continuum extract**

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

- 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**

AC9LIT10U04

### **Continuum extract**

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

- 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 – 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**

AC9LIT10U04

### **Continuum extract**

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

- 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**

AC9LIT10U04

#### **Continuum extract**

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

- 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

## **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**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – 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**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – 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**

AC9LIT10U04

sharing family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity, for example, Per la mia famiglia e' molto importante mangiare insieme ogni sera e mi piace perché parliamo di tutto e posso parlare della mia giornata ed esprimere le mie opinioni, così mi sento importante. Spesso parliamo di problemi e cosa possiamo fare così troviamo una soluzione insieme.



## **Continuum extract**

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

- 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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – Develop empathy**

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

#### **Content description**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – 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**

AC9LIT10U04

#### **Continuum extract**

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

- 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 – Respond to biases, stereotypes, prejudices and discrimination**

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

#### **Content description**

AC9LIT10U04

#### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

## **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**

AC9LIT10U04

identifying specific expressions that reflect cultural concepts in different experiences and texts, for example, sono in pausa pranzo, faccio il pisolino, Andiamo a prendere un aperitivo.

## **Continuum extract**

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

- 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