(no-code)

and respond to about self, others, and the classroom environment, using expressions

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Elaborations

• participating in classroom by asking permission, requesting help, asking for , praising and complimenting, for example, Posso prendere/fare/avere qualcosa? Sì/no. Non è possibile. Non adesso: Come? Aiuto, per favore; Come si dice …? Non ho capito, Pu■ ripetere?

• exchanging simple spoken or written messages to praise or compliment someone, for example, Bravo/a! Ottimo! È bello/molto bello

• exchanging personal information and responding to about self, family, leisure, neighbourhood, daily experiences and food, for example, Da dove vieni? Da Torino. Sono italiano, e tu? Chi sei? Chi è …? Sono …, e tu? Lui/lei è …, … è mio padre. Questo/a è …, e questo/a? È mio fratello. Dove abiti? Abito in via … /a …, e tu?

• describing self, friends and objects with the correct placement of , for example, Sono biondo/alto/grasso; … è bruno; … è giovane, … ha i capelli/ha gli occhi/il naso/la bocca, or + , for example, Il nonno ha i capelli castani, è simpatico. Ha gli occhi molto grandi. La camicia è rossa/nuova/piccola.

• describing location using of place, for example, the position of objects in the home Il vaso è sopra il tavolo; l'albero è a sinistra; l'auto è dentro il garage.

• describing routines, for example, ieri, oggi, domani, ora, dopo; Che ore sono? Sono le … Quando? Venerdì, alle dieci mangio ..., bevo … Lunedì studio inglese.

• giving reasons for likes and dislikes, for example, Mi piace guardare la TV. È divertente. Non mi piace studiare. È noioso.

Students learn to:

initiate exchanges and respond to modelled questions about self, others, and the classroom environment, using formulaic expressions

(AC9LIT4C01)

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

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively
Resources
Snapshot – Communicate responsively

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

Content description

AC9LIT4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT4C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C01

participating in classroom activities by asking permission, requesting help, asking for repetition, praising and complimenting, for example, Posso prendere/fare/avere qualcosa? Sì/no. Non è possibile. Non adesso: Come? Aiuto, per favore; Come si dice …? Non ho capito, Pu■ ripetere?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C01

exchanging simple spoken or written messages to praise or compliment someone, for example, Bravo/a! Ottimo! È bello/molto bello

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C01

exchanging personal information and responding to questions about self, family, leisure, neighbourhood, daily experiences and food, for example, Da dove vieni? Da Torino. Sono italiano, e tu? Chi sei? Chi è …? Sono …, e tu? Lui/lei è …, … è mio padre. Questo/a è …, e questo/a? È mio fratello. Dove abiti? Abito in via … /a …, e tu?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LIT4C01

describing self, friends and objects with the correct placement of adjectives, for example, Sono biondo/alto/grasso; … è bruno; … è giovane, … ha i capelli/ha gli occhi/il naso/la bocca, or +adjective, for example, Il nonno ha i capelli castani, è simpatico. Ha gli occhi molto grandi. La camicia è rossa/nuova/piccola.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C01

describing location using prepositions of place, for example, the position of objects in the home Il vaso è sopra il tavolo; l'albero è a sinistra; l'auto è dentro il garage.

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C01

describing routines, for example, ieri, oggi, domani, ora, dopo; Che ore sono? Sono le … Quando? Venerdì, alle dieci mangio ..., bevo … Lunedì studio inglese.

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LIT4C01

giving reasons for likes and dislikes, for example, Mi piace guardare la TV. È divertente. Non mi piace studiare. È noioso.

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

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

AC9LIT4C02

participate in that involve planning with others, using a range of familiar and structures

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Elaborations

• creating invitation cards or posters for a party, or class event, for example, Caro…Vieni alla nostra festa/recita/riunione! Il giorno … Alle ore … Luogo/Presso

• participating in a real or imagined visit to a local market to buy ingredients for making an Italian dish such as il minestrone together

• participating in ordering food at the school canteen, for example, Io prendo un panino con il formaggio. E tu, cosa prendi?

• working in pairs or small groups to generate when preparing for surprise party, for example, Quanti …? A che ora? Dov' è la festa?

• participating in organising a shared lunch in the Italian class, discussing who will bring what, who will invite parents, for example, Facciamo un dolce. Chi porta lo zucchero? Chi porta le mele?

• responding to a partner's , for example, Di che colore è la maglia? È rosa. Qual è il tuo/suo gioco preferito?

• following procedures and instructions together, for example, following recipes such as una macedonia di frutta , or making a model of an Italian garden or piazza

• planning for a shared for assembly or guests, for example, Ti piace? Chi dobbiamo invitare? Facciamo un poster. Cosa facciamo? Cantiamo una canzone italiana!

Students learn to:

participate in activities that involve planning with others, using a range of familiar p modelled structures

(AC9LIT4C02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

Elaborations

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

Social management

• Communication

• Collaboration

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social management

• Collaboration

Social management

• Communication

Social management

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

Analysing

• Draw conclusions and provide reasons

Social management

• Collaboration

Social management

• Communication

• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT4C02

Learning progression extract

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

• listens actively to stay on topic in a small group discussion

• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

• takes turns in interactions

• interacts using appropriate language in pairs or a small group to complete tasks

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C02

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration
Personal and Social capability: Social management: Collaboration
Content description

AC9LIT4C02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

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

AC9LIT4C02
creating invitation cards or posters for a party, performance or class event, for example,
Caro…Vieni alla nostra festa/recita/riunione! Il giorno … Alle ore … Luogo/Presso
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration
Personal and Social capability: Social management: Collaboration
Content description

AC9LIT4C02
creating invitation cards or posters for a party, performance or class event, for example,
Caro…Vieni alla nostra festa/recita/riunione! Il giorno … Alle ore … Luogo/Presso
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives
Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives
Content description

AC9LIT4C02
participating in a real or imagined visit to a local market to buy ingredients for making an Italian dish such as il minestrone together
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

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

Content description

AC9LIT4C02

participating in a real or imagined visit to a local market to buy ingredients for making an Italian dish such as il minestrone together

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C02

participating in ordering food at the school canteen, for example, Io prendo un panino con il formaggio. E tu, cosa prendi?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT4C02

working in pairs or small groups to generate questions when preparing for surprise party, for example, Quanti …? A che ora? Dov' è la festa?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C02

participating in organising a shared lunch in the Italian class, discussing who will bring what, who will invite parents, for example, Facciamo un dolce. Chi porta lo zucchero? Chi porta le mele?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT4C02

participating in organising a shared lunch in the Italian class, discussing who will bring what, who will invite parents, for example, Facciamo un dolce. Chi porta lo zucchero? Chi porta le mele?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C02

responding to a partner's questions, for example, Di che colore è la maglia? È rosa. Qual è il tuo/suo gioco preferito?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9LIT4C02

following procedures and instructions together, for example, following recipes such as una macedonia di frutta , or making a model of an Italian garden or piazza

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT4C02

following procedures and instructions together, for example, following recipes such as una macedonia di frutta , or making a model of an Italian garden or piazza

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C02

planning for a shared performance for assembly or guests, for example, Ti piace? Chi dobbiamo invitare? Facciamo un poster. Cosa facciamo? Cantiamo una canzone italiana!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT4C02

planning for a shared performance for assembly or guests, for example, Ti piace? Chi dobbiamo invitare? Facciamo un poster. Cosa facciamo? Cantiamo una canzone italiana!

Continuum extract

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

• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

AC9LIT4C03

locate and respond to key information related to familiar content obtained from spoken, written and

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Elaborations

• surveying classmates and presenting findings or responding to questionnaires about likes, interests, routines and , for example, Qual è il tuo libro preferito? Qual è il tuo programma televisivo preferito?
• tabulating the results of a survey and presenting information in various forms (class profiles, birthday charts, etc.) or summaries of findings (Dieci bambini giocano a tennis e tre a basket) etc.
• print and digital profiles and other information about children from different cultural , and listing similarities and differences in routines
• learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Italian
• accessing about food and categorising information, for example, cibi sani e cibi poco sani
• asking and responding to that information (participants, characteristics of a person, dates, times and locations of events of interest to the class, etc.), for example, Quando? la domenica; il dieci giugno; Quanti anni ha? Ha trentasette anni; Come è fisicamente? È alto e forte; È grandissima; Ha due ali; Dove abita? Abita a Milano.

Students learn to:

locate and respond to key information related to familiar content obtained from spo multimodal texts

(AC9LIT4C03)

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

Investigating

• Interpret data

Analysing

• Interpret concepts and problems

Investigating

• Locate information
Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Measurement and geometry

• Measuring time

Resources

Work Samples

WS01 - Creare il proprio fumetto (Developing own comic strip)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT4C03

Continuum extract

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

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIT4C03

Learning progression extract

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

Comprehension

• reads and views simple texts independently (see Text complexity)

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

• listens to texts to engage with learning area content (e.g. a text about family histories)

• reads and views the content of texts and describes new or learnt information

• expresses an opinion or preference for a topic or text with a supporting reason

• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question

marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)

• scans texts to locate specific information in an elementary print text

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

• identifies main idea by synthesising information across a simple text

• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)

• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

• identifies parts of text used to answer literal and inferential questions

• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")

• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIT4C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• responds to simple and elementary texts (see Text complexity)
• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
• answers literal and simple inferential questions from a text they have listened to
• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
• uses learnt vocabulary and simple adjectives to recount key ideas from heard text
• responds to elementary texts (see Text complexity)
• listens purposefully to texts to identify specific learning area content
• recalls specific information from a learning area text
• attends to sequence when recounting ideas
• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
• retells a familiar story with some possible minor adaptations
• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
• responds to moderately complex texts (see Text complexity)
• responds to texts with unfamiliar content
• identifies main ideas of a spoken text using supporting details
• identifies purpose and intended audience of a spoken text
• infers layered meaning from texts (e.g. musical overlay that creates mood)
• asks relevant questions to extend understanding

• describes language and audio features of the text

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT4C03

surveying classmates and presenting findings or responding to questionnaires about likes, interests, routines and activities, for example, Qual è il tuo libro preferito? Qual è il tuo programma televisivo preferito?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT4C03

tabulating the results of a survey and presenting information in various forms (class profiles, birthday charts, etc.) or summaries of findings (Dieci bambini giocano a tennis e tre a basket) etc.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interpret data

Digital Literacy: Investigating: Interpret data

Content description

AC9LIT4C03

tabulating the results of a survey and presenting information in various forms (class profiles, birthday charts, etc.) or summaries of findings (Dieci bambini giocano a tennis e tre a basket) etc.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• classify and group data using digital familiar tools to answer simple questions
• organise, summarise and visualise data using a range of digital tools to identify patterns and answer questions
• analyse and visualise data using a range of digital tools to identify patterns and make predictions

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LIT4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying search terms, and select relevant information
• locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT4C03

accessing texts about food and categorising information, for example, cibi sani e cibi poco sani

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT4C03

asking and responding to questions that address information (participants, characteristics of a person, dates, times and locations of events of interest to the class, etc.), for example, Quando? la domenica; il dieci giugno; Quanti anni ha? Ha trentasette anni; Come è fisicamente? È alto e forte; È grandissima; Ha due ali; Dove abita? Abita a Milano.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9LIT4C03

asking and responding to questions that address information (participants, characteristics of a person, dates, times and locations of events of interest to the class, etc.), for example, Quando? la domenica; il dieci giugno; Quanti anni ha? Ha trentasette anni; Come è fisicamente? È alto e forte; È grandissima; Ha due ali; Dove abita? Abita a Milano.

Learning progression extract

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

Sequencing time

• uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")

• applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")

• uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)

• measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time

• uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)

• identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers

• identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock

• identifies the direction of clockwise and anticlockwise relating it to the hands of the clock

• reads time on analog clocks to the hour, half-hour and quarter-hour

• names and orders days of the week and months of the year

• uses a calendar to identify the date and determine the number of days in each month

Measuring time

• uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)

• reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)

• identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)

• uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)

• uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

Resource – WS01 - Creare il proprio fumetto (Developing own comic strip)

By the end of Year 4, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

AC9LIT4C03

locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts

AC9LIT4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIT4U01

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases

AC9LIT4U02

recognise Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LIT4C04

develop strategies to comprehend and Italian in familiar to cultural meaning

•

•

Elaborations

• to, and viewing and paragraphs in their entirety to meaning of unknown and expressions

• learning to use print and digital dictionaries to find unknown in to assist

• collecting and using Italian and expressions that do not easily into English, for example, Buon appetito! Altrettanto!

• compiling a glossary or bank of common Italian expressions and that Italian cultural practices

• creating a bank of commonly used , or , for example, , idiomatic expressions, responses, and devising simple that involve alternating or combining repeated or in Italian and English

• experiencing different types of children's , for example, Lo Zecchino d'Oro , video clips on Suonolandia appreciating the elements of humour and drama, use of sound effects, and facial expressions; and responding to the and events depicted in the , for example, È strano, È buffo. La storia parla di …, La canzone parla di ...

• using resources to build vocabulary to describe actions or feelings, by accessing and presenting information of interest

Students learn to:

develop strategies to comprehend and adjust Italian language in familiar contexts to meaning

(AC9LIT4C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

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

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems
Investigating

• Locate information
Analysing

• Interpret concepts and problems
Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions
Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions
Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
Navigating intercultural contexts

• Adapt in intercultural exchanges
Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
Creating and exchanging

• Create, communicate and collaborate
Resources

Work Samples

WS01 - Creare il proprio fumetto (Developing own comic strip)

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT4C04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIT4C04
Learning progression extract

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

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)

• scans texts to locate specific information in an elementary print text

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

• identifies main idea by synthesising information across a simple text

• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)

• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

• identifies parts of text used to answer literal and inferential questions

• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")

• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

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

Processes

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

Vocabulary

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LIT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying search terms, and select relevant information
• locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4C04

collecting and using Italian words and expressions that do not translate easily into English, for example, Buon appetito! Altrettanto!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIT4C04

collecting and using Italian words and expressions that do not translate easily into English, for example, Buon appetito! Altrettanto!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges

influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT4C04
experiencing different types of children's texts, for example, Lo Zecchino d'Oro , video clips on Suonolandia appreciating the elements of humour and drama, use of sound effects, and facial expressions; and responding to the characters and events depicted in the texts, for example, È strano, È buffo. La storia parla di …, La canzone parla di ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIT4C04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and
collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and
communicate and collaborate with trusted groups

AC9LIT4C05

and present informative and imaginative spoken, written and using expressions, simple and and textual

•

•

Elaborations

• creating short oral/digital/print presentations on topics (holidays, favourite computer
games, favourite playground, etc.) using a combination of and images such as photos,
illustrations, captions and diagrams
• messages to their favourite in a story or children's television program, for example, Mi piace/non
mi piace la canzone/il quadro. Il documentario è interessante.
• using mime, movement or drama to give expression to events in , for example, acting out scenes
from a story, and taking the role of a
• creating simple descriptions in Italian and matching them to appropriate First Nations locations
in their local area or elsewhere in Australia
• presenting well known Italian stories (Pinocchio, etc.) and commenting on the , discussing reasons
and consequences, for example, discussing Pinocchio è disobbediente.
• using simple and expressions selected from banks and statements to personal profiles, highlighting
key characteristics and features, for example, Sono australiano di origine greca. Sono bravo e
sportivo. Parlo inglese e studio italiano.
• and illustrating simple about 'a day in the life of' an imaginary person, animal or fictional to
share with peers
• creating a story based on a set of images, for example, Il papà si alza. Il papà mangia. Il papà
parte ; matching or sequencing a set of images
• creating a print or electronic brochure or infographic for the class to share information (reasons
to visit Italy, the importance of playing sport or eating healthily, etc.)
• making picture storybooks (print or digital versions) with captions to share with other students
Students learn to:

create and present informative and imaginative spoken, written and multimodal text

expressions, simple phrases and sentences and modelled textual conventions

(AC9LIT4C05)
General capabilities and cross-curriculum priorities

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

• Creating texts
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 .
Creating and exchanging

• Create, communicate and collaborate

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.

Analysing

• Draw conclusions and provide reasons

Social management

• Communication

Generating

• Create possibilities

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Resources

Work Samples

WS01 - Creare il proprio fumetto (Developing own comic strip)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIT4C05

Learning progression extract

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

Crafting ideas

• writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")

• explains the purpose and audience of familiar imaginative and informative texts

• creates short texts in different forms such as a simple recount

• combines visuals with written text where appropriate

• reads back own writing word by word

• talks about own text and describes subject matter and images

Text forms and features

• writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)

• writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)

• writes from left to right using spaces between attempted words

• uses basic noun groups/phrases (e.g. "my house") (see Grammar)

• uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

• writes simple familiar words (e.g. "saw", "food", "they")

• includes some learning area vocabulary in own texts (e.g. "season")

• uses taught high-frequency words

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions

• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)

• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")

• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")

• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)

• uses capital letters correctly to indicate proper nouns (see Punctuation)

• uses capital letters at the start and full stops at the end of sentences (see Punctuation)

• spells some high-frequency words correctly (see Spelling)

• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)

• uses words in own writing adopted from other writers

• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic

• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)

• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)

• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)

• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)

• maintains tense within a sentence (see Grammar)

• selects images to complement writing

• spells many high-frequency words correctly (see Spelling)

• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)

• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)

• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives

• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")

• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")

• uses learning area topic vocabulary (e.g. "natural")

• uses common homophones correctly (e.g. "two", "too", "to")

• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIT4C05

Learning progression extract

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

Crafting ideas

• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)

• speaks audibly and clearly to a familiar audience (e.g. own class)

• uses some extended sentences

• organises key ideas in logical sequence

• provides some supporting details

• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")

• provides simple justifications (e.g. "I chose cherries because they are red.")

• uses some varying intonation or volume for emphasis

• regulates pace with pausing

Vocabulary

• uses some precise vocabulary from learning areas

• uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)

• uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")

• uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)

• uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)

• adjusts register according to purpose and audience

• elaborates on ideas using a short sequence of sentences

• incorporates learnt content into spoken text

• sequences ideas and events appropriately

• uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)

• varies volume and intonation to suit purpose and audience

• plans and delivers spoken presentations using appropriate structure and language

• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources

• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)

• uses a range of vocabulary to indicate connections (e.g. consequences)

• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics

• includes details and elaborations to expand ideas

• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)

• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")

• rehearses spoken text to accommodate time and technology

• controls tone, volume, pitch and pace to suit content and audience

• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")

• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")

• uses some rhetorical devices (e.g. "don't you agree?")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIT4C05

Continuum extract

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

• experiment with the features of familiar digital tools to create content

• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C05

writing messages to their favourite character in a story or children's television program, for example, writing Mi piace/non mi piace la canzone/il quadro. Il documentario è interessante.

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9LIT4C05

presenting well known Italian stories (Pinocchio, etc.) and commenting on the characters, discussing reasons and consequences, for example, discussing Pinocchio è disobbediente.

Continuum extract

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

• draw conclusions and make choices when completing tasks and explain the reasons for choices made

• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C05

using simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features, for example, Sono australiano di origine greca. Sono bravo e sportivo. Parlo inglese e studio italiano.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LIT4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LIT4C05

creating a story based on a set of images, for example, Il papà si alza. Il papà mangia. Il papà parte ; matching or sequencing a set of images

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIT4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIT4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and

collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

AC9LIT4U01

recognise and use combinations of sounds, and patterns of Italian to form and

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•

•

Elaborations

• recognising that there is the standard called 'Italian' as well as many spoken throughout Italy and variations spoken in Italian-speaking communities around the world
• developing between sound in Italian in comparison with English, for example, 'sc' followed by 'h' or i/e' - schiavo, piscine, pesce
• recognising that sound can affect meaning, for example, scarpa/sciarpa
• recognising letter combinations such as gn in lavagna and gnocchi , and gl in figlio and famiglia
• recognising the silent 'h' as applicable to the conjugation of the avere in the present and for borrowed such as hockey and hotel
• noticing the differences in between statements, , exclamations and commands
• understanding that an means that you that letter and may change the meaning of the , for example, è and e , il papà, il Papa

Students learn to:

recognise and use modelled combinations of sounds, pronunciation and intonation to form words and phrases

(AC9LIT4U01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

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 .

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Resources

Work Samples

WS01 - Creare il proprio fumetto (Developing own comic strip)

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIT4U01

Continuum extract

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

• describe how their cultural identities influence interactions with others

• understand how cultural and linguistic diversity affect interactions within their community

• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LIT4U01

Learning progression extract

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

Crafting ideas

• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)

• speaks audibly and clearly to a familiar audience (e.g. own class)

• uses some extended sentences

• organises key ideas in logical sequence

• provides some supporting details

• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")

• provides simple justifications (e.g. "I chose cherries because they are red.")

• uses some varying intonation or volume for emphasis

• regulates pace with pausing

Vocabulary

• uses some precise vocabulary from learning areas

• uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)

• uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")

• uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)

- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIT4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Explore the influence of cultures on interactions
Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions
Content description
AC9LIT4U01

developing pronunciation between sound blends in Italian in comparison with English, for example,
'sc' followed by 'h' or i/e - schiavo, piscine, pesce
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building

Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description
AC9LIT4U01

developing pronunciation between sound blends in Italian in comparison with English, for example,
'sc' followed by 'h' or i/e - schiavo, piscine, pesce
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Explore the influence of cultures on interactions
Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions
Content description
AC9LIT4U01

recognising that sound blends can affect meaning, for example, scarpa/sciarpa
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building

Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description
AC9LIT4U01

recognising that sound blends can affect meaning, for example, scarpa/sciarpa
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Explore the influence of cultures on interactions
Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions
Content description
AC9LIT4U01

recognising letter combinations such as gn in lavagna and gnocchi , and gl in figlio and famiglia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIT4U01

recognising the silent 'h' as applicable to the conjugation of the verb avere in the present and for
borrowed words such as hockey and hotel

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIT4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LIT4U01

understanding that an accent means that you stress that letter and may change the meaning of the
word, for example, è and e , il papà, il Papa

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4U01

understanding that an accent means that you stress that letter and may change the meaning of the
word, for example, è and e , il papà, il Papa

Continuum extract

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

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Resource – Italian language resource

Italian

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

Resource – WS01 - Creare il proprio fumetto (Developing own comic strip)

By the end of Year 4, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

AC9LIT4C03

locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts

AC9LIT4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LIT4U01

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases

AC9LIT4U02

recognise Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LIT4U02

recognise Italian , grammatical structures and basic in familiar and

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Elaborations

• identifying the gender of in the singular and regular form, for example, ' o-i'; 'a-e'; 'e-i'

• observing gender in patterns of names, for example, male names generally end in 'o' and female names end in an 'a', for example, Giorgio/Giorgia and Marcello/Marcella and noticing exceptions to the rule such as male names in Italian ending in ' a' or ' e', for example, Simone, Luca, Andrea, and Nicola

• using singular and , recognising that some singular do not follow the regular masculine/feminine pattern, for example, la mano – le mani; il papà – i papà

• using the definite and indefinite and understanding how to specify a particular person or object, for example, la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia

• using personal in , for example, Chi ha finito? Io!

• recognising the different conjugations of common regular in the present , for example, ■are gioco-gioca, mangio-mangiamo

• expressing negation, for example, voglio/non voglio

• expressing preferences and reasons for preferences, for example, preferisco ... perché …

• using to describe characteristics or qualities of a person or object and noticing that change with gender, for example, Chiara è italiana, Bruno è greco, Riccardo è portoghese e Marianna è irlandese, la macchina rossa, il libro rosso

• using to indicate location or direction, for example, a casa, a Roma, in città, a sinistra, sopra il tavolo , sotto il banco

• using possessive to express ownership, for example, la mia casa, la tua famiglia, il tuo cappello, mia nonna

• using to add nuance, for example, -ino (fratellino, piccolino) or -etto (poveretto, casetta)

• creating simple in the + +object pattern, and linking ideas using such as e and ma

• recognising how ideas are sequenced in simple by using link such as prima, dopo

Students learn to:

recognise Italian language conventions, grammatical structures and basic syntax in and contexts

(AC9LIT4U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Writing

• Grammar

Social management

• Communication

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Work Samples

WS01 - Creare il proprio fumetto (Developing own comic strip)

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LIT4U02

Learning progression extract

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

content.

Grammatical accuracy

• uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")

• writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

• uses pronouns to represent participants (e.g. "she", "we", "them")

• uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")

• uses common and proper nouns

• uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")

• uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

• writes coherent simple sentences to express an idea or event

Whole text level

• sequences sentences to reflect a logical flow of ideas

• uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")

• uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

• writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

• uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")

• uses simple present, past and future tenses accurately to represent processes

• uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")

• uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")

• uses articles accurately (e.g. "a", "an", "the")

Sentence level

• writes simple sentences correctly

• writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

• writes a few sentences about a related idea

• groups related ideas into paragraphs

Grammatical accuracy

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

Group and word level

• uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)

• employs a range of tenses to represent processes

• maintains subject-verb agreement in simple and compound sentences

• uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")

• uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

• writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)

• writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

• uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")

- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

identifying the gender of nouns in the singular and plural regular form, for example, '
o-i'; 'a-e'; 'e-i'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and use verbal and non-verbal communication, recognising that these may have different
meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

observing gender in patterns of names, for example, male names generally end in 'o' and female names
end in an 'a', for example, Giorgio/Giorgia and Marcello/Marcella and noticing exceptions to the
rule such as male names in Italian ending in ' a' or ' e', for example, Simone, Luca, Andrea, and
Nicola

Continuum extract

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meanings for familiar cultural and linguistic groups
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linguistic groups respond
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their effect on building understanding

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

using singular and plural, recognising that some singular nouns do not follow the regular
masculine/feminine pattern, for example, la mano – le mani; il papà – i papà

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

using the definite and indefinite articles and understanding how to specify a particular person or object, for example, la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

using personal pronouns in context, for example, Chi ha finito? Io!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4U02

using personal pronouns in context, for example, Chi ha finito? Io!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

recognising the different conjugations of common regular verbs in the present tense, for example,
■are verbs gioco-gioca, mangio-mangiamo

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02
expressing negation, for example, voglio/non voglio

Continuum extract

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• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02
expressing preferences and reasons for preferences, for example, preferisco ... perché …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT4U02
expressing preferences and reasons for preferences, for example, preferisco ... perché …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02
using adjectives to describe characteristics or qualities of a person or object and noticing that

adjectives change with gender, for example, Chiara è italiana, Bruno è greco, Riccardo è portoghese e Marianna è irlandese, la macchina rossa, il libro rosso

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

using prepositions to indicate location or direction, for example, a casa, a Roma, in città, a sinistra, sopra il tavolo , sotto il banco

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

using possessive adjectives to express ownership, for example, la mia casa, la tua famiglia, il tuo cappello, mia nonna

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

using suffixes to add nuance, for example, -ino (fratellino, piccolino) or -etto (poveretto, casetta)

Continuum extract

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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

creating simple sentences in the subject+verb+object pattern, and linking ideas using conjunctions such as e and ma

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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Snapshot – Communicate responsively

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

Content description

AC9LIT4U02

recognising how ideas are sequenced in simple texts by using link words such as prima, dopo

Continuum extract

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

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AC9LIT4U03

recognise familiar Italian and compare with those of English, in known

•

•

Elaborations

• noticing how their own influences expectations about Italian , for example, seeing order 'back to front', and, for example, realising where are placed in Italian il pennarello nero = the black marker pen
• noticing some commonalities between particular types in Italian and English, for example, discovering that greeting cards in both English and Italian have a front cover with images or photos specific to the occasion, an opening and closing , and a written message
• noticing that Italian, unlike English, uses cardinal numbers for dates except for the first of the month, for example, il 23 marzo, il primo giugno
• recognising differences in punctuation and capitalisation rules when , for example, omitting capitals for days of the week, months of the year and nationalities
• discussing the influence of English on the Italian and considering why occurs, for example, discovering English incorporated into Italian il tennis, i jeans, fare lo shopping, l'email and Italian incorporated into English espresso, bellissimo
• identifying , for example, such as cioccolata, cinema, pera, parco and stazione ; such as intelligente and interessante ; and such as arrivare, studiare, telefonare and visitare
• beginning to develop a for talking about

Students learn to:

recognise familiar Italian language features and compare with those of English, in k

(AC9LIT4U03)
General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Measurement and geometry

• Measuring time

Number sense and algebra

• Number and place value

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

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

AC9LIT4U03

Continuum extract

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

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9LIT4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

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

AC9LIT4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Communicate responsively

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

Content description

AC9LIT4U03

noticing how their own language influences expectations about Italian language, for example, seeing word order 'back to front', and, for example, realising where adjectives are placed in Italian il pennarello nero = the black marker pen

Continuum extract

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIT4U03

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Snapshot – Communicate responsively

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

Content description

AC9LIT4U03

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIT4U03

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Snapshot – Communicate responsively

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

Content description

AC9LIT4U03

noticing that Italian, unlike English, uses cardinal numbers for dates except for the first of the month, for example, il 23 marzo, il primo giugno

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIT4U03

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• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9LIT4U03

noticing that Italian, unlike English, uses cardinal numbers for dates except for the first of the month, for example, il 23 marzo, il primo giugno

Learning progression extract

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

Sequencing time

• uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")

• applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")

• uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)

• measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time

• uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)

• identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers

• identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock

• identifies the direction of clockwise and anticlockwise relating it to the hands of the clock

• reads time on analog clocks to the hour, half-hour and quarter-hour

• names and orders days of the week and months of the year

• uses a calendar to identify the date and determine the number of days in each month

Measuring time

• uses standard instruments and units to describe and measure time to hours, minutes and seconds (e.g. measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)

• reads and interprets different representations of time (e.g. reads the time on an analog clock, watch or digital clock; uses lap times on a stop watch or fitness app)

• identifies the minute hand movement on an analog clock and the 60 60 6 0 -minute markings, interpreting the numbers as representing lots of 5 5 5 (e.g. interprets the time on an analog clock to read 7 7 7 : 40 40 4 0 , by reading the hour hand and the minute hand and explaining how they are related)

• uses smaller units of time such as seconds to record duration of events (e.g. records reaction times in sports or in relation to safe driving)

• uses a calendar to calculate time intervals in days and weeks, bridging months (e.g. develops

fitness plans, tracks growth and development progress and sets realistic personal and health goals using a calendar)

Snapshot – Number and place value

Numeracy: Number sense and algebra: Number and place value

Content description

AC9LIT4U03

noticing that Italian, unlike English, uses cardinal numbers for dates except for the first of the month, for example, il 23 marzo, il primo giugno

Learning progression extract

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

Numeral recognition and identification

• identifies, names, writes and interprets numerals up to 20 20 2 0 (e.g. when shown the numerals 4 , 17 , 9 4, 17, 9 4 , 1 7 , 9 and 16 16 1 6 and asked, "which is 16 16 1 6 ?", points to the numeral 16 16 1 6 or when shown the numeral 17 17 1 7 says its correct name; when role-playing simple money transactions, counts out 9 9 9 one-dollar coins to pay for an item that costs $ 9 \$9 $ 9

• identifies and uses the 1 – 9 1–9 1 – 9 repeating sequence in the writing of teen numerals

• identifies a whole quantity as the result of recognising smaller quantities up to 20 20 2 0 (e.g. uses part-part-whole knowledge of numbers to solve problems)

Developing place value

• orders numbers from 1 – 20 1–20 1 – 2 0 (e.g. determines the largest number from a group of numbers in the range from one to 20 20 2 0 ; students are allocated a number between one and 20 20 2 0 and asked to arrange themselves in numerical order)

• represents and describes teen numbers as 10 10 1 0 and some more (e.g. 16 16 1 6 is 10 10 1 0 and 6 6 6 more; uses ten-frames to represent teen numbers)

Numeral recognition and identification

• identifies, names, writes and interprets numerals up to and beyond 100 100 1 0 0 (e.g. is shown the numerals 70 , 38 , 56 70, 38, 56 7 0 , 3 8 , 5 6 and 26 26 2 6 and when asked "which is 38 38 3 8 ?", identifies the numeral 38 38 3 8 ; writes 18 , 81 18, 81 1 8 , 8 1 and 108 108 1 0 8 with the digits in the correct position; compares the class sizes in a particular year level to determine which class has the greatest number of students)

• identifies the 1 – 9 1-9 1 – 9 repeating sequence of digits, both in and between the decade numerals to order numbers and to predict the number that comes before or after another number (e.g. uses hundreds charts or vertical number lists)

• identifies zero as both a number and a placeholder for reading and writing larger numerals, denoted by the numeral 0 0 0

Place value

• uses knowledge of place value to order numbers represented as numerals within the range of zero to at least 100 100 1 0 0 (e.g. locates the number 21 21 2 1 on a number line between 20 20 2 0 and 22 22 2 2 ; re-orders a set of numerals from least to greatest)

• represents and renames two-digit numbers as counts of tens and ones (e.g. 68 68 6 8 is 6 6 6 tens and 8 8 8 ones, 68 68 6 8 ones, or 60 + 8 60 + 8 6 0 + 8 ; uses physical or virtual materials such as bundles of 10 10 1 0 tooth picks or base 10 10 1 0 blocks)

Numeral recognition and identification

• identifies, names, writes and interprets a numeral from a range of numerals up to 1000 1000 1 0 0 0 (e.g. is shown the numerals 70 , 318 , 576 70, 318, 576 7 0 , 3 1 8 , 5 7 6 and 276 276 2 7 6 and when asked "which is 276 276 2 7 6 ?'" identifies 276 276 2 7 6 ; compares the number of kilojoules in different energy drinks by reading the dietary information)

Place value

• orders and flexibly renames three-digit numbers according to their place value (e.g. 247 247 2 4 7 is 2 2 2 hundreds, 4 4 4 tens and 7 7 7 ones or 2 2 2 hundreds and 47 47 4 7 ones or 24 24 2 4 tens and 7 7 7 ones)

• applies an understanding of zero in place value notation when reading and writing numerals that include internal zeros (e.g. says 807 807 8 0 7 as 8 8 8 hundred and 7 7 7 or 80 80 8 0 tens and 7 7 7 ones, not 80 80 8 0 and 7 7 7)

Snapshot – Communicate responsively

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

Content description

AC9LIT4U03

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIT4U03

Continuum extract

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

• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4U03

discussing the influence of English words on the Italian language and considering why word borrowing occurs, for example, discovering English words incorporated into Italian il tennis, i jeans, fare lo shopping, l'email and Italian words incorporated into English espresso, bellissimo

Continuum extract

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

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9LIT4U03

discussing the influence of English words on the Italian language and considering why word borrowing occurs, for example, discovering English words incorporated into Italian il tennis, i jeans, fare lo shopping, l'email and Italian words incorporated into English espresso, bellissimo

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and

linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4U03

identifying cognates, for example, nouns such as cioccolata, cinema, pera, parco and stazione ; adjectives such as intelligente and interessante ; and verbs such as arrivare, studiare, telefonare and visitare

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4U03

Continuum extract

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- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIT4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

AC9LIT4U04

identify connections between Italian and cultural practices

-

Elaborations

- explaining the practices contained in to someone unfamiliar with Italian, for example, alla mensa scolastica; le vacanze estive; la passeggiata
- showing awareness that some cultural expressions have no equivalent in the English , for example, Buon onomastico, La Pasquetta, Ferragosto, Carnevale, Santo Stefano, Il Presepe
- recognising similarities and differences between the meaning of signs and symbols in everyday life, for example, using Roman numerals, currency, toilet signs, and street signs such as Senso Unico and Zona Pedonale
- exploring representations of information, such as symbols used in cultural expressions of First Nations Australians, and making connections with those of Italian and
- observing used across generations such as noticing differences in used by

grandparents, parents and young people, and suggesting why these differences occur
• observing the connection between some names and regional and family connections or religions
Students learn to:

identify connections between Italian language and cultural practices

(AC9LIT4U04)

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

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 .

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

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Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively
• Develop empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Resources

Snapshot – Communicate responsively

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

Content description

AC9LIT4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c

relationship between cultures and identities

Content description

AC9LIT4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LIT4U04

explaining the practices contained in texts to someone unfamiliar with Italian, for example, alla mensa scolastica; le vacanze estive; la passeggiata

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Snapshot – Communicate responsively

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

Content description

AC9LIT4U04

showing awareness that some cultural expressions have no equivalent in the English language, for example, Buon onomastico, La Pasquetta, Ferragosto, Carnevale, Santo Stefano, Il Presepe

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Communicate responsively

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

Content description

AC9LIT4U04

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT4U04

Continuum extract

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- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

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Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9LIT4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
• examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

Snapshot – Reflect on the relationship between cultures and identities

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

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