(no-code)

recognise and respond to classroom-related greetings, instructions and routines, and personal introductions

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Elaborations

• responding to classroom instructions such as In piedi! Seduti! In cerchio! Insieme, qui! Attenzione! Non parlare! Silenzio! Alza la mano!

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

• introducing themselves and answering simple , for example, Come ti chiami? Mi chiamo …, e tu? Quanti anni hai? Ho sette anni, e tu? Come stai? Così, così, Hai un animale domestico? Sì, ho un cane.

• describing people and belongings, using familiar expressions such as Questo/a è … Ecco il mio pallone , un gelato al limone, buonissimo!

• pointing to objects named in Italian

• sharing information about simple everyday actions in the present , for example, Gioco a football; Mangio la pizza; Leggo il libro.

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

• indicating possession (as set), for example, la mia penna, il mio cane, il mio papà, la mia mamma

• using Italian for everyday (thanking, apologising, offering wishes, congratulations, etc.), for example, Grazie mille! Prego. Mi dispiace; Auguri!

Students learn to:

recognise and respond to modelled classroom-related greetings, instructions and re personal introductions

(AC9LIT2C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

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

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LIT2C01

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

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

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT2C01

Learning progression extract

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

• contributes simple ideas and opinions to class or small group discussions

• shows signs of active listening, by sustaining attention across a short, spoken text

• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)

• uses appropriate language or dialect to interact with speakers of the same language

• 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")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C01

Continuum extract

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

• develop positive communication skills by initiating, joining or contributing to conversations

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C01

responding to classroom instructions such as In piedi! Seduti! In cerchio! Insieme, qui! Attenzione!

Non parlare! Silenzio! Alza la mano!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2C01

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2C01

introducing themselves and answering simple questions, for example, Come ti chiami? Mi chiamo …, e tu? Quanti anni hai? Ho sette anni, e tu? Come stai? Così, così, Hai un animale domestico? Sì, ho un cane.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2C01

describing people and belongings, using familiar formulaic expressions such as Questo/a è … Ecco il mio pallone , un gelato al limone, buonissimo!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C01

sharing information about simple everyday actions in the present tense, for example, Gioco a
football; Mangio la pizza; Leggo il libro.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C01

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2C01

using formulaic Italian phrases for everyday interactions (thanking, apologising, offering wishes,
congratulations, etc.), for example, Grazie mille! Prego. Mi dispiace; Auguri!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different
meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C01

using formulaic Italian phrases for everyday interactions (thanking, apologising, offering wishes,
congratulations, etc.), for example, Grazie mille! Prego. Mi dispiace; Auguri!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

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

AC9LIT2C02

participate in a range of guided, play-based using expressions, visual and spoken

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Elaborations

• contributing to guided collective such as labelling and illustrating a poster
• working in pairs or groups to select given options relating to foods, toys or classroom items, for example, Posso avere …? Vuoi …? Cosa vuoi? Voglio una pesca. E tu, cosa prendi? Ti piace l'orsacchiotto? Ecco la penna blu.
• participating in a guided role-play in a shop or at the market, for example, Una banana per favore … ecco …; Quanto costa? Un gelato per favore; Ecco il gelato.
• participating in 'show and tell', for example, Questa è la mia bambola. Si chiama Teresa; Questo è il mio camion. È grande.
• reciting and performing chants, and songs, adding music and actions to support meaning in their own , for example, the farfallina : Farfallina bella bianca, vola vola e mai si stanca, vola vola sempre in su, farfallina non c'è più, resti fuori proprio tu.
• playing games such as counting games, sorting and order games, number games, tombola, ruba bandiera, bocce

Students learn to:

participate in a range of guided, play-based language activities using formulaic expr and spoken cues

(AC9LIT2C02)

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

• Collaboration

Self-management

• Perseverance and adaptability

Social management

• Collaboration

Social management

• Collaboration

Social management

• Communication

Social management

• Communication

Number sense and algebra

• Counting processes

Self-management

• Perseverance and adaptability

Social management

• Communication

• Collaboration

Resources

Work Samples

WS02 - Trasporti e Luoghi (Transport and places)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LIT2C02

Learning progression extract

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

• contributes simple ideas and opinions to class or small group discussions

• shows signs of active listening, by sustaining attention across a short, spoken text

• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)

• uses appropriate language or dialect to interact with speakers of the same language

• 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")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C02

Continuum extract

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

• develop positive communication skills by initiating, joining or contributing to conversations

• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Perseverance and adaptability

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

Content description

AC9LIT2C02

working in pairs or groups to select given options relating to foods, toys or classroom items, for example, Posso avere …? Vuoi …? Cosa vuoi? Voglio una pesca. E tu, cosa prendi? Ti piace l'orsacchiotto? Ecco la penna blu.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT2C02

working in pairs or groups to select given options relating to foods, toys or classroom items, for example, Posso avere …? Vuoi …? Cosa vuoi? Voglio una pesca. E tu, cosa prendi? Ti piace l'orsacchiotto? Ecco la penna blu.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT2C02

participating in a guided role-play in a shop or at the market, for example, Una banana per favore … ecco …; Quanto costa? Un gelato per favore; Ecco il gelato.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C02

participating in 'show and tell', for example, Questa è la mia bambola. Si chiama Teresa; Questo è
il mio camion. È grande.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C02

reciting and performing chants, rhymes and songs, adding music and actions to support meaning in
their own performances, for example, the farfallina rhyme: Farfallina bella bianca, vola vola e mai
si stanca, vola vola sempre in su, farfallina non c'è più, resti fuori proprio tu.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Counting processes

Numeracy: Number sense and algebra: Counting processes

Content description

AC9LIT2C02

playing games such as counting games, sorting and order games, number games, tombola, ruba bandiera,
bocce

Learning progression extract

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

Counting sequences

• uses knowledge of the counting sequence to determine the next number or previous number from a
number in the range 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes directly after 8 8 8 ,
immediately responds with " 9 9 9 " without needing to count from one)
• continues a count starting from a number other than one

Perceptual counting

• interprets the count independently of the type of objects being counted (e.g. a quantity of 5 5 5
counters is the same quantity as 5 5 5 basketball courts)
• counts a collection, keeping track of items that have been counted and those that haven't been
counted yet to ensure they are only counted exactly once (e.g. when asked to count a pile of blocks,
moves each block to the side as it is counted)

Counting sequences

• uses knowledge of the counting sequence to determine the next number or previous number from any
starting point within the range 1 – 100 1–100 1 – 1 0 0

Perceptual counting

• matches known numerals to collections of up to 20 20 2 0 , counting items using a one-to-one

correspondence
- uses zero to denote when no objects are present (e.g. when asked "how many cards have you got?" and has no cards left, says "zero")
- counts objects in a collection independent of the order, appearance or arrangement (e.g. understands that counting 7 7 7 people in a row from left to right is the same as counting them from right to left)

Counting sequences

- continues counting from any number forwards and backwards beyond 100 100 1 0 0 using knowledge of place value
- counts in sequence by twos and fives starting at zero (e.g. counts items using number rhymes " 2 , 4 , 6 , 8 2, 4, 6, 8 2 , 4 , 6 , 8 Mary's at the cottage gate …"; skip counts in fives as " 5 , 10 , 15 , 20 5, 10, 15, 20 5 , 1 0 , 1 5 , 2 0 ")
- counts in sequence forwards and backwards by tens on the decade up to 100 100 1 0 0

Perceptual counting

- counts items in groups of twos, fives and tens (e.g. counts a quantity of 10 10 1 0 -cent pieces as 10 , 20 , 30 10, 20, 30 1 0 , 2 0 , 3 0 … to give the total value of the coins; counts the number of students by twos when lined up in pairs)

Snapshot – Perseverance and adaptability

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

Content description

AC9LIT2C02

playing games such as counting games, sorting and order games, number games, tombola, ruba bandiera, bocce

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C02

playing games such as counting games, sorting and order games, number games, tombola, ruba bandiera, bocce

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LIT2C02

playing games such as counting games, sorting and order games, number games, tombola, ruba bandiera, bocce

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Resource – WS02 - Trasporti e Luoghi (Transport and places)

By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LIT2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LIT2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LIT2U02

recognise that the Roman alphabet is used to construct meaning in texts in Italian

AC9LIT2C03

locate, with support, key information in familiar , and respond using , images, and

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Elaborations

• miming, drawing, onscreen pointing, clicking or dragging to show understanding of key points in a range of spoken, written and

• identifying the main idea or an event based on images, for example, la festa, la scuola, lo zoo, la spiaggia, l'estate

• responding to by sequencing pictures and simple in the order that events occurred

• recognising that and are integral to communicating in for First Nations Australians, and showing examples of how this is also reflected in Italian, and the (s) they speak at home

• recognising from classroom routines, images and labels, walls such as days of the week, , rules, labels, weather, seasons and dates

• retelling a story or information by creating a storyboard

• responding to games or songs with actions or miming, for example, Testa, spalla, ginocchia e piedi

• using and visual (, facial expressions, images, contextual clues, etc.) to assist understanding meaning in

• identifying in a variety of by matching images with

Students learn to:

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

(AC9LIT2C03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Resources

Work Samples

WS01 - Posso scrivere in italiano (I can write in Italian)

WS02 - Trasporti e Luoghi (Transport and places)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT2C03

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIT2C03

Learning progression extract

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

Comprehension

• listens actively and responds to a range of texts read by others
• makes a simple statement about the content of a text (e.g. "it was about the farm")
• engages in group discussion about a text or shared learning experience
• talks about images and/or some printed words in a text
• answers and poses mainly literal questions about the text
• infers and then describes obvious cause and effect relationships (e.g. uses information in the

text to infer why a character is smiling in an image)

Processes

• follows text direction when read to by a proficient reader

• locates the front and back of a book and turns pages correctly

• locates the starting point for reading on a page or screen

• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

• asks questions to find out meaning of unfamiliar words

• uses words in discussions that have been encountered in simple texts

Comprehension

• reads and views simple texts with support from a proficient reader (see Text complexity)

• retells a familiar story or shared learning experience

• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers

• makes relevant comments or asks relevant questions to demonstrate understanding of a text

• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)

• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)

• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)

• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)

• tracks text left to right

• uses return sweep

• consistently reads left page before right page

• makes predictions (e.g. uses the cover of a book or screen image to predict the content)

• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)

• pauses or appeals for support when meaning is disrupted

• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")

• recognises key content or repeated words in a simple text (see Text complexity)

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LIT2C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively and responds to short texts consisting of a few sentences
• recalls one or 2 ideas from a short text or interaction
• answers simple or literal questions
• asks what, when, why questions about a text they have listened to
• uses facial expressions, gestures or actions to indicate understanding of tone and intonation
• discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
• describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
• accurately repeats, short phrases and statements from a short text or interaction
• recognises and generates one-syllable rhyming words (see Phonological awareness)
• 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)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LIT2C03

identifying the main idea or an event based on images, for example, la festa, la scuola, lo zoo, la spiaggia, l'estate

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Identify, process and evaluate information

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

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Snapshot – Identify, process and evaluate information

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

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• 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

Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Com
responsively

Content description

AC9LIT2C03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different
meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond

Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati
Content description

AC9LIT2C03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information
and digital sources
• identify and explain similarities and differences in selected information
• 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

Resource – WS01 - Posso scrivere in italiano (I can write in Italian)

By the end of Year 2, students use Italian language to interact and share information related to the
classroom and themselves. They use cues to respond to questions and instructions, and use simple
formulaic language. They locate and convey key items of information in texts using non-verbal,
visual and contextual cues to help make meaning. They use familiar words and modelled language to
create texts.

Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has
conventions and rules for non-verbal communication, pronunciation and writing. They give examples of
similarities and differences between some features of Italian and English. They understand that
language is connected with culture, and notice how this is reflected in their own language(s) and
culture(s).

AC9LIT2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words

and formulaic phrases

AC9LIT2C05

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

AC9LIT2U02

recognise that the Roman alphabet is used to construct meaning in texts in Italian

AC9LIT2C04

notice that carries cultural meaning in classroom-related greetings, introductions, instructions and routines

-
-
-

Elaborations

• noticing associated with such as the use of first names in Australian or American English compared with the use of titles and family names in Italian, for example, Professor/Professoressa with teacher and Signor/Signora with adults

• differentiating between formal and familiar using Buongiorno, ArrivederLa with the teacher and Ciao with classmates

• noticing that teacher uses familiar form with students and students use formal form with teacher, for example, tu/Lei

• collecting English that are the same in Italian, for example, banana, pyjamas, picnic, and Italian used in English pizza, ciao, spaghetti, gelato, and creating a picture dictionary or wall

• using to show politeness, for example, Grazie! Prego. Scusa. Per favore. Bene. Molto bene . Perché? Buon appetito!

• noticing formalities in Italy such as handshakes or standing up to greet a visitor to the classroom

• noticing , facial expressions and patterns that accompany some expressions in Italian, for example, shrugs or exclamations with the expressions Boh! Mamma mia!

Students learn to:

notice that language carries cultural meaning in classroom-related greetings, introd instructions and routines

(AC9LIT2C04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT2C04

Continuum extract

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

• identify the main parts of a concept or problem

• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT2C04

Continuum extract

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

• identify how people show respect in intercultural exchanges

• 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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LIT2C04

Learning progression extract

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

Comprehension

• listens actively and responds to a range of texts read by others

• makes a simple statement about the content of a text (e.g. "it was about the farm")

• engages in group discussion about a text or shared learning experience

• talks about images and/or some printed words in a text

• answers and poses mainly literal questions about the text

• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

• follows text direction when read to by a proficient reader

• locates the front and back of a book and turns pages correctly

• locates the starting point for reading on a page or screen

• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

• asks questions to find out meaning of unfamiliar words

• uses words in discussions that have been encountered in simple texts

Comprehension

• reads and views simple texts with support from a proficient reader (see Text complexity)

• retells a familiar story or shared learning experience

• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers

• makes relevant comments or asks relevant questions to demonstrate understanding of a text
• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
• tracks text left to right
• uses return sweep
• consistently reads left page before right page
• makes predictions (e.g. uses the cover of a book or screen image to predict the content)
• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
• pauses or appeals for support when meaning is disrupted
• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
• recognises key content or repeated words in a simple text (see Text complexity)

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT2C04

noticing language associated with interactions such as the use of first names in Australian or American English compared with the use of titles and family names in Italian, for example, Professor/Professoressa with teacher and Signor/Signora with adults

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT2C04
differentiating between formal and familiar language using Buongiorno, ArrivederLa with the teacher and Ciao with classmates

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT2C04
noticing that teacher uses familiar form with students and students use formal form with teacher, for example, tu/Lei

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT2C04
collecting English words that are the same in Italian, for example, banana, pyjamas, picnic, and Italian words used in English pizza, ciao, spaghetti, gelato, and creating a picture dictionary or word wall

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT2C04
using formulaic phrases to show politeness, for example, Grazie! Prego. Scusa. Per favore. Bene. Molto bene . Perché? Buon appetito!

Continuum extract

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

• identify how people show respect in intercultural exchanges

• 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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LIT2C04

Continuum extract

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

• identify how people show respect in intercultural exchanges

• 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

Snapshot – Communicate responsively

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

Content description

AC9LIT2C04

noticing gestures, facial expressions and intonation patterns that accompany some expressions in Italian, for example, shrugs or exclamations with the expressions Boh! Mamma mia!

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

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

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

AC9LIT2C05

use , familiar and to spoken, written and

•

•

Elaborations

• giving descriptive information using simple structures, for example, È la mia mamma. La mia mamma è alta. È il cane. È carino.

• describing aspects of their immediate world by drawing and captions for people Ecco il papà/mio fratello , Mario è il mio amico ; family celebrations Oggi è il compleanno di ... Tanti auguri!; and places La casa di Tina è grande.

• illustrating a shared class big book and presenting with , miming the story, for example, È un uccello. È verde. L'uccello vola. La farfalla è gialla. La rana è verde. La zebra è bianca e nera.

• matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia

• sharing feelings about a book/video clip by participating in simple 'reviews', their names under one of the following statements: Mi piace; Mi piace molto ; Non mi piace

• choosing from , and provided to express ideas, for example, È Marco. È grande. È bravo.

• answering simple with short spoken and written responses, for example, Quanti anni hai? Hai un animale domestico?

• naming family members and friends using flashcards, lists, posters, photos and multimedia slides, for example, mio fratello Carlo; la mia amica del cuore, Gina

• sequencing pictures, with support, to describe events

Students learn to:

use words, familiar phrases and modelled language to create spoken, written and m

(AC9LIT2C05)
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 .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Country/Place

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Posso scrivere in italiano (I can write in Italian)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LIT2C05

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

AC9LIT2C05

Learning progression extract

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

Crafting ideas

• retells personal events and experiences to peers and known adults

• shares feelings and thoughts about the events and characters in text

• retells key details or points from a learning experience or text viewed or heard

• uses mainly appropriate word order

• uses appropriate volume for small audiences

• uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is …")

Vocabulary

• uses simple connectives to join ideas (e.g. "and then") (see Grammar)

• uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")

• uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)

• uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)

• uses simple language to compare and contrast (e.g. "smaller", "more")

• uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

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

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

• uses some extended sentences

• organises key ideas in logical sequence

• provides some supporting details

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

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

• uses some varying intonation or volume for emphasis

• regulates pace with pausing

Vocabulary

• uses some precise vocabulary from learning areas

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

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

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

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.")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

giving descriptive information using simple structures, for example, È la mia mamma. La mia mamma è alta. È il cane. È carino.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

describing aspects of their immediate world by drawing and writing captions for people Ecco il papà/mio fratello , Mario è il mio amico ; family celebrations Oggi è il compleanno di ... Tanti auguri!; and places La casa di Tina è grande.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

illustrating a shared class big book and presenting with gestures, miming the story, for example, È un uccello. È verde. L'uccello vola. La farfalla è gialla. La rana è verde. La zebra è bianca e nera.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

sharing feelings about a book/video clip by participating in simple 'reviews', writing their names
under one of the following statements: Mi piace; Mi piace molto ; Non mi piace

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

choosing from words, phrases and sentences provided to express ideas, for example, È Marco.
È grande. È bravo.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

answering simple questions with short formulaic spoken and written responses, for example, Quanti
anni hai? Hai un animale domestico?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Create, communicate and collaborate

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

Content description

AC9LIT2C05

naming family members and friends using flashcards, word lists, posters, photos and multimedia
slides, for example, mio fratello Carlo; la mia amica del cuore, Gina

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to create 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

naming family members and friends using flashcards, word lists, posters, photos and multimedia
slides, for example, mio fratello Carlo; la mia amica del cuore, Gina

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

AC9LIT2U01

recognise and the sounds and of Italian

•

•

•

Elaborations

• imitating the of the 21 letters of the Italian alphabet

• reproducing Italian sounds and patterns through imitation, and reciting nursery , tongue twisters and songs

• imitating Italian speech using Italian patterns of , and , and incorporating appropriate , facial expressions and

• practising rolling 'r' by reciting and chants

• comparing sounds in Italian and English

• recognising 'c' as in ciao sounds like 'ch' in English and that 'ch' as in chi sounds like a 'k' in English

• observing that which the final letter have an on that letter, for example, papà, città

• noticing patterns in such as la/sa/gna; pa/ta/ta

• acknowledging that rising denotes a

• noticing that Italian is a phonetic and is written as it sounds

• comparing similarities and differences in of with English, for example, università, animale, appartamento

• recognising that there are different spoken in Italy and variations of in Italian-speaking communities in the

Students learn to:

recognise and imitate the sounds and rhythms of Italian

(AC9LIT2U01)

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

Reading and viewing

• Phonic knowledge and word recognition

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

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• 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
Resources

Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

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

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

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LIT2U01

Learning progression extract

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

Phonic knowledge

• reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts

• reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")

• reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

• reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

• reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
• reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
• applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
• says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
• reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
• reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

• reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
• reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

• reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
• reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
• reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
• reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough - "cough")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

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Snapshot – Communicate responsively

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

Content description

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

Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

recognising 'c' as in ciao sounds like 'ch' in English and that 'ch' as in chi sounds like a 'k' in English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

observing that words which stress the final letter have an accent on that letter, for example, papà, città

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

noticing syllable patterns in words such as la/sa/gna; pa/ta/ta

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

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Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

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

Snapshot – Communicate responsively

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

Content description

AC9LIT2U01

comparing similarities and differences in pronunciation of cognates with English, for example, università, animale, appartamento

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U01

comparing similarities and differences in pronunciation of cognates with English, for example, università, animale, appartamento

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2U01
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
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

AC9LIT2U02

recognise that the is used to construct meaning in in Italian

•
•
•

Elaborations
• copying and tracing the Italian alphabet
• identifying that the letters 'j', 'k', 'w', 'x', 'y' are not part of the Italian alphabet
• noticing that Italian is a phonetic and is written as it sounds
• recognising that there are spelling rules in Italian that affect , for example, ci, ce, gi, ge/ca,
co, cu ga, go, gu
• noticing that most in Standard Italian end with ' a', 'e', 'i', 'o'
• observing that some which do not end with a are the same in English, for example, computer,
robot, yoghurt, sport
• observing that days of the week and months of the year are written with lower letters
• recognising singular and forms
• noticing that are used to describe people, objects or places and are usually placed after the ,
for example, la penna rossa
• using to identify people, for example, io, tu, lui, lei, noi, voi, loro
• recognising use of the essere and avere when used to give personal information about state or ,
for example, Ho due fratelli, Sono basso, Ho 6 anni, Ho gli occhi verdi, sono alto.
• learning the structure of simple statements and based on models, for example, lo sono Anna.
Non sto bene. È un gatto? Sì è un gatto.
• learning simple to describe actions and using them in expressions, for example, Guardo la
television, Ascolto la musica, Leggo il libro.
• noticing how likes and dislikes are expressed in Italian, for example, Ti piace fare lo sport? Mi
piace cantare/giocare; Non mi piace nuotare.
• expressing negation, for example, Non sono bassa, Non ho un cane.
Students learn to:

recognise that the Roman alphabet is used to construct meaning in texts in Italian

(AC9LIT2U02)
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

Reading and viewing

• Phonic knowledge and word recognition

Social management

• Communication

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

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• Communicate responsively

Social management

• Communication

Resources

Work Samples

WS01 - Posso scrivere in italiano (I can write in Italian)

WS02 - Trasporti e Luoghi (Transport and places)

Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

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

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

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LIT2U02

Learning progression extract

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

Phonic knowledge

• reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts

• reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")

• reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

• reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

• reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts

• reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")

• applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")

• says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")

- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough - "cough")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

recognising that there are spelling rules in Italian that affect pronunciation, for example,

ci, ce, gi, ge/ca, co, cu ga, go, gu

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

noticing that most words in Standard Italian end with vowels ' a', 'e', 'i', 'o'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different

meanings for familiar cultural and linguistic groups
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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, la penna rossa

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LIT2U02

using pronouns to identify people, for example, io, tu, lui, lei, noi, voi, loro

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U02

using pronouns to identify people, for example, io, tu, lui, lei, noi, voi, loro

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

recognising formulaic use of the verbs essere and avere when used to give personal information about state or identity, for example, Ho due fratelli, Sono basso, Ho 6 anni, Ho gli occhi verdi, sono alto.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U02

recognising formulaic use of the verbs essere and avere when used to give personal information about state or identity, for example, Ho due fratelli, Sono basso, Ho 6 anni, Ho gli occhi verdi, sono alto.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

learning the structure of simple statements and questions based on models, for example,
lo sono Anna. Non sto bene. È un gatto? Sì è un gatto.

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U02

learning the structure of simple statements and questions based on models, for example,
lo sono Anna. Non sto bene. È un gatto? Sì è un gatto.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

learning simple verbs to describe actions and using them in formulaic expressions, for example,
Guardo la television, Ascolto la musica, Leggo il libro.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different
meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U02

learning simple verbs to describe actions and using them in formulaic expressions, for example,
Guardo la television, Ascolto la musica, Leggo il libro.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

noticing how likes and dislikes are expressed in Italian, for example, Ti piace fare lo sport? Mi

piace cantare/giocare; Non mi piace nuotare.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U02

noticing how likes and dislikes are expressed in Italian, for example, Ti piace fare lo sport? Mi piace cantare/giocare; Non mi piace nuotare.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LIT2U02

expressing negation, for example, Non sono bassa, Non ho un cane.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LIT2U02

expressing negation, for example, Non sono bassa, Non ho un cane.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Resource – WS01 - Posso scrivere in italiano (I can write in Italian)

By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that

language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LIT2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LIT2C05

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

AC9LIT2U02

recognise that the Roman alphabet is used to construct meaning in texts in Italian

Resource – WS02 - Trasporti e Luoghi (Transport and places)

By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LIT2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LIT2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LIT2U02

recognise that the Roman alphabet is used to construct meaning in texts in Italian

AC9LIT2U03

notice that Italian has features that may be similar to or different from English

•

Elaborations

• noticing that Italian end mostly with which mark gender and number, for example, o–i (masculine singular and); a–e (feminine singular and); e–i (masculine/feminine, singular and)
• observing gender in patterns of naming, for example, Paolo/Paola, Alessandro/Alessandra
• noticing that Italian has definite and indefinite that are gender based, for example, la casa, una casa; il giardino, un giardino; lo zoo, uno zoo
• noticing that Italian forms singular and differently from English
• noticing some for asking , for example, Chi? Cosa? Quando? are similar to English and do not change, and some change to denote number and gender, for example, Quanti?
• noticing that rising denotes a

Students learn to:

notice that Italian has features that may be similar to or different from English

(AC9LIT2U03)

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

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Communicate responsively

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

Content description

AC9LIT2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U03
noticing that Italian words end mostly with vowels which mark gender and number, for example, o–i (masculine singular and plural); a–e (feminine singular and plural); e–i (masculine/feminine, singular and plural)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U03
observing gender in patterns of naming, for example, Paolo/Paola, Alessandro/Alessandra

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LIT2U03

noticing that Italian has definite and indefinite articles that are gender based, for example, la casa, una casa; il giardino, un giardino; lo zoo, uno zoo

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U03

noticing some words for asking questions, for example, Chi? Cosa? Quando? are similar to English and do not change, and some change to denote number and gender, for example, Quanti?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

AC9LIT2U04

notice that people use in ways that reflect cultural practices

•

•

Elaborations

• using formal greetings Buongiorno! Buonasera signor, ArrivederLa with adults other than family and friends, and using Ciao or Salve with family and friends
• recognising common Italian that express likes/dislikes and feelings, for example, Eccellente! Non lo so, Squisito!
• recognising that the Italian tradition of fare la passeggiata is culturally more significant than just taking a walk
• exploring symbols used by First Nations Australians and those used in Italian-speaking communities in a range of , for example, finding out what the symbols on flags represent
• viewing images of daily life in Italy and Australia and noticing similarities and differences, for example, comparing similarities and differences in l'autobus, il mercato, il supermercato, la fontana
• exploring the range of and in their classroom, and creating a collage using pictures and photos of cultural celebrations and events and expressions associated with them, for example, ferragosto, la befana - la festa del 6 gennaio
• recognising that music, dance, food, celebrations and games are connected with
Students learn to:

notice that people use language in ways that reflect cultural practices

(AC9LIT2U04)
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
Engaging with cultural and linguistic diversity

• Communicate responsively
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Culture

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

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively

• Develop multiple perspectives

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

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

AC9LIT2U04

Continuum extract

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

• identify the main parts of a concept or problem

• 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

Snapshot – Communicate responsively

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

Content description

AC9LIT2U04

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

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

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

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

AC9LIT2U04

Continuum extract

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

• identify cultural practices that are important to themselves, family and friends, and describe what they experience

• 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

Snapshot – Communicate responsively

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

Content description

AC9LIT2U04

using formal greetings Buongiorno! Buonasera signor, ArrivederLa with adults other than family and

friends, and using Ciao or Salve with family and friends

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LIT2U04

recognising common Italian gestures that express likes/dislikes and feelings, for example, Eccellente! Non lo so, Squisito!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

AC9LIT2U04

recognising that the Italian tradition of fare la passeggiata is culturally more significant than just taking a walk

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe what they experience
• 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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LIT2U04

viewing images of daily life in Italy and Australia and noticing similarities and differences, for example, comparing similarities and differences in l'autobus, il mercato, il supermercato, la fontana

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• 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

Snapshot – Communicate responsively

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

Content description

AC9LIT2U04

viewing images of daily life in Italy and Australia and noticing similarities and differences, for example, comparing similarities and differences in l'autobus, il mercato, il supermercato, la fontana

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Develop multiple perspectives

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

Content description

AC9LIT2U04

viewing images of daily life in Italy and Australia and noticing similarities and differences, for example, comparing similarities and differences in l'autobus, il mercato, il supermercato, la fontana

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• listen to, and share opinions and reflections on, familiar topics and intercultural experiences
• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9LIT2U04

exploring the range of languages and cultures in their classroom, and creating a collage using pictures and photos of cultural celebrations and events and formulaic expressions associated with them, for example, ferragosto, la befana - la festa del 6 gennaio

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice their own feelings, and the feelings of others, during familiar intercultural experiences
• 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

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

AC9LIT2U04

exploring the range of languages and cultures in their classroom, and creating a collage using pictures and photos of cultural celebrations and events and formulaic expressions associated with them, for example, ferragosto, la befana - la festa del 6 gennaio

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe what they experience

• 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

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LIT2U04

exploring the range of languages and cultures in their classroom, and creating a collage using pictures and photos of cultural celebrations and events and formulaic expressions associated with them, for example, ferragosto, la befana - la festa del 6 gennaio

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate an awareness of the needs, emotions, cultures and backgrounds of others
• describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others
• discuss the value of different needs, emotions, cultures and backgrounds

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

AC9LIT2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe what they experience
• 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