# The Australian
# **Curriculum**

| Subjects | Italian |
|---|---|
| **Year levels** | Year 10 |

**acara** AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

# Years 9 and 10 Content Descriptions

## Communicating

### Socialising

Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues

[Key concepts: relationship, youth, experience; Key processes: discussing, debating, explaining, corresponding]

(ACLITC077 - Scootle ⧉)

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Elaborations

corresponding with peers throughout the year (for example, by phone, Skype, email or wikis) to build relationships and share views about home, school, lifestyle, leisure activities and interests

interacting in speaking or writing with an Italian contact to seek personal information about their past, current activities and future plans, and to ask about life in Italy and the possibility of visiting in future, for example, *Questo è il dottor Bianchi. Le presento la dottoressa Russo. Piacere! Che lavoro fai? Cosa facevi tre anni fa, in Italia? Cosa bevi a tavola? Ben arrivato/a! Entri! Prego. Le dispiace inviarmi una copia di … Distinti saluti*

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

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

interviewing class members to gauge views about aspects of daily life (such as school, pastimes, relationships and the local environment), and discussing as a class the major themes and concerns that emerge, for example, *Come mai …? Perché …? Secondo te …? Forse ... pensi che …? È chiaro che …*

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

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

exchanging letters, emails and videos with peers in Italy, comparing aspects of youth lifestyle, school

and environment, using comparisons when expressing thoughts and ideas, for example, *Come trascorrerete le vacanze estive? Come voi, anche noi andiamo in Italia …*

Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views
[Key concepts: perspective, diversity, collaboration; Key processes: discussing, organising, planning, negotiating]
(ACLITC078 - Scootle ↗)

Elaborations

contributing suggestions about purposes, processes and roles in collaborative planning such as creating an itinerary for a visiting Italian student, for example, *Come? Vorresti vedere …? Che ne dici di …? Cosa ne pensi di …? Vogliamo …? Ti piacerebbe ...?*

planning and making decisions with others (for example, about an event or visit), expressing preferences and asking questions to clarify intentions, for example, *Bisogna/propongo di fare così … Prima andiamo a …, poi ci fermiamo a … Torneremo a casa entro le nove. Cosa pensi se …? Sei d'accordo? Va bene?*

participating in scenarios such as visiting friends or going on an outing to the city, including negotiating options and stating wants and needs (for example, *Se viene …, vengo anch' io. Secondo te, sarebbe meglio se …?*); inviting peers to attend a celebration or party, and expressing agreement, disagreement, disappointment or enthusiasm when accepting and declining offers, requests and invitations, for example, *Che bello! Non partire senza salutarmi … Non credere a queste cose. Conviene prendere l'autobus. T'interessa venire ...? Sei libero ...? Non mi va. Che delusione!*

making shared decisions, solving problems and discussing alternative solutions

contributing suggestions in the context of undertaking a social project such as visiting a childcare centre or the local Italian aged-care home

Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations
[Key concepts: negotiation, value; Key processes: interacting, persuading, complaining]
(ACLITC079 - Scootle ↗)

Elaborations

participating in face-to-face interactions with peers to persuade them to purchase items such as tickets, games or clothing, for example, *Questa giacca è la più elegante di tutte; ma questa costa meno, pur essendo di un bel tessuto*

exchanging a purchased item, for example, *Mi dispiace, ma non funziona bene, c'è un difetto … Vorrei cambiarlo/a*

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negotiating over price, for example, *Costa un po' troppo, mi può fare uno sconto? È se ne compro due paia?*

Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions
[Key concepts: interaction, relationship, perspective; Key processes: expressing, questioning, reflecting]
(ACLITC080 - Scootle ↗)

Elaborations

interviewing class members, asking them, for example, to review an experience or to make suggestions for future study topics in areas of interest, for example, *A mio parere … Forse … Un' idea sarebbe; Si potrebbe ampliare la seconda parte. Sei d'accordo di/se ...?*

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

## Informing

Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues
[Key concepts: perspectives, representation, bias; Key processes: interpreting, evaluating, summarising, connecting, analysing]
(ACLITC081 - Scootle ↗)

Elaborations

listening to, viewing and reading authentic texts and asking critical literacy questions such as *Chi è l'autore?; Di cosa si tratta?; Per chi è stato scritto?; Qual è il tema?; Da quale/i punto/i di vista è presentato? Qual è lo scopo?*

gathering information on an issue from different sources and reporting on it to others, using tools such as tables, graphic organisers and charts, and discussing whether the information is similar or different in different sources and why

extracting details and main ideas, making judgments about their relevance and discussing contrasting points of view, for example, selecting the main events from an article, identifying core data from interviews, identifying gist and main point/s of a spoken interaction, or analysing different interpretations of meaning in a conversation

summarising the message or argument of a text such as an advertisement, poster or article, and using evidence from the text to consider how claims are supported

comparing different perspectives on the same event or on a topical issue such as *i rapporti intergenerazionali, l'ambiente, le scelte alimentari, il consumo del grano transgenico, i rapporti genitori-figli*

using dictionaries effectively and accessing reference materials such as word lists and grammar references in print and online resources to assist and refine understanding of content

Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences
[Key concepts: media, message, opinion; Key processes: designing, evaluating, persuading]
(ACLITC082 - Scootle ⤴)

Elaborations

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

designing texts such as an advertisement or magazine cover for a particular audience, making choices about images, cultural references, music and colour, and explaining reasons for choices

conveying ideas drawn from different areas of learning (such as health and nutrition, design, or biological science) to inform others, for example, *Venite! Ascoltate e provate …! Usalo/a due volte al giorno e non te ne pentirai!*

## Creating

Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings
[Key concepts: imagination, emotion, voice; Key processes: interpreting, comparing; Key text types: short story, biography, film, poem, song]
(ACLITC083 - Scootle ⤴)

Elaborations

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

investigating the social context in which a text was created and how these factors influenced the ideas and expression of the text, for example, considering the author's background, prior or related events and figures of importance, for example, *Mi piace da morire!*

interpreting the use of images, sounds, gesture and language choices to convey cultural concepts and ideals in Italian texts, for example, the didactic nature of Italian pop songs, the neorealism of Italian film, social issues captured in graffiti

listening to, viewing or reading traditional and contemporary texts such as stories, fables, films and songs to understand how moral values and characteristics are portrayed, such as being respectful, caring, clever and honest

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

reading contemporary texts such as poetry or song lyrics to explore and discuss aspects of Italian society and culture that are addressed, for example, current social themes such as youth, unemployment, immigration to Italy, asylum seekers, education, university

Create a range of imaginative texts, considering how to represent ideas, characters and events
[Key concepts: emotion, expression, choice, voice, stance; Key processes: composing, reviewing, considering impact; Key text types: song, poem, story, drama]
(ACLITC084 - Scootle ↗)

Elaborations

creating stories with various settings, characters and events, using, for example, video, cartoon, games

creating texts to entertain others by expressing ideas such as romance, danger and excitement, for example, *Sei bella come il sole! Attenti! Mamma mia! Acqua azzurra, acqua Chiara. Sei matto!*

creating reflective texts to present feelings about themes of personal or social relevance, such as friendships/relationships and contemporary issues, *Mi fa paura. Mi fa arrabbiare. Mi sorprende. Mi dà coraggio. Non sopporto la violenza dell'uomo sulla donna. Ho un sogno … Mi piacerebbe … Condivido le opinioni/le idee di … perché …*

## Translating

Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts
[Key concepts: representation, sensitivity, equivalence; Key processes: translating, reviewing, comparing]
(ACLITC085 - Scootle ↗)

Elaborations

analysing texts such as signs and considering the lack of equivalence in translation, for example, *le maschere della Commedia dell'Arte, l'abito bianco nel matrimonio, il vestito nero, i riti del funerale, la visita domenicale al cimitero, I "fiori dei morti"*

reading and listening to multiple interpretations of the same text and to different perspectives within texts in Italian (for example, reading messages on a particular theme on social media sites, emails, blogs and wikis), and sharing understanding of cultural meanings and opinions

reflecting on their own experiences of the process of translating

using strategies to maintain the integrity of meaning of original texts when translating and interpreting for different audiences, for example, considering the use of register, colloquialisms and idioms, and explaining culture-specific concepts such as 'the outback' or 'slip, slop, slap'

Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa
[Key concepts: cultural positioning, sensitivity; Key processes: translating, captioning]
(ACLITC086 - Scootle ↗)

Elaborations

creating bilingual texts for Italian speakers in Australia, for example, leaflets about recommended goods and services for students, businesspeople, a sports team or senior citizens arriving from Italy

creating bilingual signage for an event, bilingual captions for a display, or bilingual text for a discussion board

## Reflecting

Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding
[Key concepts: meaning, representation, history/origin, understanding; Key processes: comparing, reflecting]
(ACLITC087 - Scootle ↗)

Elaborations

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

considering own and others' responses and reactions in Italian–English intercultural exchange, questioning assumptions and values

creating texts to share with Italian peers, considering how own cultural practices and values may be interpreted, for example, ways of showing respect, family taboos, or involvement in religious, sport or community organisations

reflecting on and explaining practices that need to be considered when communicating across Italian- and English-speaking languages and cultures

considering how their own behaviour may be interpreted by Italians in Italy and in the diaspora

analysing correspondence with Italian peers to notice what questions are asked about lifestyle and practices in Australia, and reflecting on own questions and the assumptions these reveal

Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity

[Key concepts: membership, self/other, identity, multiplicity; Key processes: reflecting, explaining] (ACLITC088 - Scootle ↗)

Elaborations

sharing ideas about themselves (for example, describing memberships and special talents, explaining family traditions, writing an autobiographical text), and reflecting on themselves as an interactant in Italian/English intercultural exchanges and how they want to be perceived

considering how their identity has changed over time, based on experiences recorded in a journal throughout the school year

expressing to others how Italian is part of their identity, and reflecting on when, how and why they use Italian (and other known languages)

reflecting on how language and culture shape their identity, history and understanding

# Understanding

## Systems of language

Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts (ACLITU089 - Scootle ↗)
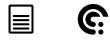
Elaborations

developing control of consonant and vowel combinations, double consonants, intonation, stress and accents when reading aloud

recognising that pronunciation, intonation, rhythm and pace assist in making meaning in interactions and applying this knowledge to own communication, for example, in reading stories to young children, asking questions, expressing emotion, exclamations and commands

Extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts (ACLITU090 - Scootle ↗)

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Elaborations

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

using pronouns to refer to the person carrying out an action or to refer to somebody or something, including personal pronouns (use, position and elusion), reflexive pronouns, direct and indirect object pronouns, relative pronouns, demonstrative pronouns, possessive pronouns, and the use of the impersonal *si, ci/vi, ne*

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

describing events across different times, choosing appropriate tenses, including present, present perfect, imperfect and future tenses, conditional and the subjunctive mood

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

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

developing metalanguage to extend discussions of word order, tenses and verb moods, using terms such as 'adverbs', 'pronouns', 'conditional' and 'subjunctive', for example, How do we form the present perfect tense of a reflexive verb? What is meant by the subjunctive and when is it used?

Analyse and apply linguistic, cultural and textual features of specific text types (ACLITU091 - Scootle ↗)

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Elaborations

using knowledge of text types in Italian to analyse different texts, for example, a narrative, letter, recipe, message or report

comparing Italian and English versions of particular text types, noticing any differences

using knowledge of text types to create texts that respect the conventions

## Language variation and change

Investigate how language varies according to context and speakers (ACLITU092 - Scootle ↗)

Elaborations

comparing texts created for different audiences, such as advertisements, brochures and signs for urban and rural communities or different regions, noticing how the language reflects ideas and concerns that are important to different communities

analysing differences in lexis and syntax between regional uses of Standard Italian and dialect

exploring texts associated with particular subgroups in Italian communities (for example, children, youth, women, the elderly, rappers, police, athletes) to understand how groups develop their own language and how this influences membership

analysing degrees of formality in correspondence and dialogue to discover features of language that affect formality, for example, the use of the subjunctive (*Qualunque cosa vuoi, non fare complimenti. Qualunque cosa Lei voglia, non faccia complimenti*)

Recognise how Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact (ACLITU093 - Scootle ↗)

Elaborations

develop awareness of the ecology of languages in local settings by collecting examples of Italian used in the local landscape, such as in particular parts of the city or at markets, and discussing how phenomena might be explained, for example, by noticing the demographics of a particular suburb or noticing the use of Australo-Italian

investigating trends in the use of dialects and Standard Italian (for example, by interviewing members of Italian communities to discuss contexts in which dialects and/or Standard Italian are used) and reflecting on hybrid language use, particularly in the context of the diaspora

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

analysing samples of Italian language captured in different contexts in which Italian is used, and identifying influences of other languages and cultures

Understand that language use has the power to influence social relationships, beliefs and values (ACLITU094 - Scootle ⤴)

Elaborations

examining the language of texts such as protest songs, posters and graffiti to identify ways in which language is used for social commentary

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

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

analysing Italian vocabulary related to art, music and cuisine and the impact this has had on other languages, for example, the use of terms such as *opera, chiaroscuro, allegro con brio, le lasagne verdi*

reflecting on own experiences of the influence of language and culture, identifying experiences of inclusion or exclusion, or the marking of respect, values and attitudes

### Role of language and culture

Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning (ACLITU095 - Scootle ⤴)

Elaborations

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

reflecting on how linguistic choices of different language users might be interpreted by speakers of Italian

explaining how certain sentence structures reveal differences in social status, cultural background and generation, for example, use of *voi* form instead of *Lei* in *Nonno, cosa pensate di questo?*

keeping a journal to record perceptions of how using and learning Italian has impacted on their own assumptions about Italian language and culture

noticing that people's choice of language in interactions reflects their cultural situatedness/positioning

# Years 9 and 10 Content Descriptions

## Communicating

### Socialising

Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings
[Key concepts: naming, relationships, generational change, values; Key processes: exchanging, comparing]
(ACLITC115 - Scootle ↗)

Elaborations

sharing experiences and describing events, expressing hopes, opinions and ambitions, and giving reasons for plans, for example, *Penso di* [+ infinitive]; *preferisco…e tu?*; *E tu, cosa pensi? Sono d'accordo con te/lei…; Sei d'accordo? Non m'interessa; Puoi venire a …? No, devo studiare / Non ora. Oggi … A presto. Divertiti!*

narrating past experiences and events of significance, for example, holidays, special events, travel (*prima … poi … dopo … infine …*)

Participate in individual and collective action by deciding, explaining and justifying
[Key concepts: environment, fairness, community; Key processes: discussing, debating, commenting, comparing]
(ACLITC116 - Scootle ↗)

Elaborations

participating in planning and decision making with others, for example, arranging an event, class debate, performance, excursion or guest speaker, or organising a petition or a letter to the principal/local council (*Devo/Dobbiamo organizzare … Cosa dobbiamo fare? Chi invitiamo? Bisogna* [+ infinitive]. *Vuoi venire al dibattito con me? Come possiamo convincere il comune a … ? Scriviamo una lettera per convincere il preside a … *)

expressing, contrasting and comparing views on particular expectations and issues such as the use of social media at school, by writing blogs, emails and letters, for example, *sono d'accordo, non sono d'accordo; vorrei dare la mia opinione*

Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
[Key concept: value; Key processes: comparing, negotiating]
(ACLITC117 - Scootle ↗)

Elaborations

participating in negotiations in conversation and correspondence, for example, discussing possibilities regarding travel to Italy or the purchase of goods such as fashion items, musical equipment, a mobile phone (*Quanto costa il biglietto per … ? Vorrei il biglietto più economico. Posso vedere l'ultimo modello del telefonino Ha una custodia colorata? Queste scarpe sono piccole; ho bisogno di un numero più grande. I pantaloni sono troppo larghi. C'è la taglia più piccola?*)

corresponding to express a complaint about a poor-quality service and suggest a way to improve it

applying for a part-time job and participating in a mock interview

requesting a service, for example, changing a flight, exchanging currency, purchasing a SIM card or confirming accommodation

Use classroom language to question, elicit and offer opinions, and compare and discuss ideas
[Key concepts: compromise, debate; Key processes: expressing, questioning, presenting, representing]
(ACLITC118 - Scootle ↗)

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Elaborations

using communication strategies such as questioning further or asking for repetition or clarification, for example, *Scusi, non ho capito; puoi/potresti ripetere? Puoi aiutarmi a* [+ infinitive]?

participating in reflective activities and evaluations of classroom experiences, for example, *Perché/come mai …? È giusto? Secondo te …? Forse …, Dal mio punto di vista …, A mio avviso …, Penso che sia …, Sono sicuro che …, È chiaro che …*

**Informing**

Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences
[Key concepts: visual images, media, representation, relationship; Key processes: identifying diverse perspectives, transposing, connecting, applying]
(ACLITC119 - Scootle ↗)

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Elaborations

listening to, viewing or reading texts that depict aspects of Italian culture, art, history or geography, and sharing the information with others, for example, comparing online tourist brochures, and reading or viewing a series of advertisements and creating own advertisement to attract Italian tourists to an Australian city/town/area

researching, recording and synthesising information from texts, including television programs,

reports, interviews, video clips, documentaries, graffiti and social networks, using tools such as tables, concept maps, webbing and charts to organise and order information and inform others of findings

deducing meaning, evaluating and synthesising information and identifying cultural references in texts that show different representations of Italian culture

conducting online surveys to report on attitudes towards topics such as water usage, consumer choice, technology use, music or celebrities

Convey information and compare diverse perspectives from multiple sources in Italian
[Key concepts: public perceptions, representation, globalisation; Key processes: reporting, relating, comparing]
(ACLITC120 - Scootle ↗)

Elaborations

reporting on current events and topics related to personal worlds, through reports, summaries, biographies or journal entries, for example, presenting a profile of a favourite artist or a famous person; or reporting the findings of a survey (*Il documentario … presenta la storia di …, l'articolo parla di …, rappresenta il punto di vista di …, [lo scrittore] pensa …; La maggior parte di/la minor parte di/il 20 per cento di persone* [+ verb] *…; entrambi, tutti/pochi studiano ogni sera; a differenza di, però; Il depliant australiano sottolinea di più …*)

connecting and presenting information showing varying perspectives, such as child/adult, Australian/Italian, insider/outsider or rural/urban, using present, past and future tenses as appropriate, for example, *Il mondo è pieno di cibi diversi; ci sono bambini che hanno poco da mangiare*

conveying information and justifying personal opinions with evidence from the text, for example, *Mi è piaciuto molto l'articolo perché* …

creating a poster, blog or advertisement to promote awareness of a particular issue, event or behaviour, such as recycling, conservation, sustainability, healthy food choices, sport and fitness options

presenting information about the movement of people globally, including to and from Italy, for example, comparing stories of migration, or the phenomenon of asylum seekers in Italy and in Australia

## Creating

Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate
[Key concepts: relationship, imagination; Key processes: comparing, connecting/relating; Key text

types: narrative, biography, song]
(ACLITC121 - Scootle ↗)

Elaborations

listening to and reading narratives, biographies and autobiographies to explore representations of life experience in relation to concepts such as adolescence, relationships and roles

identifying practices, values and beliefs of characters in extracts from contemporary Italian literature, film and popular culture, comparing these with texts in own language and culture and with their own experiences

exploring how values and practices may have changed over time by comparing texts from different eras, for example, analysing the lyrics of Italian popular songs and singer/songwriters (*cantautori*), for example, *'L'italiano'* by Toto Cutugno

reflecting on own experiences, practices, attitudes, interpretations and reactions and those of characters in imaginative texts, for example, *Anch'io penso che* …, In Australia *invece …; Non credo di* [+ infinitive …] …, *Anch'io ho avuto/sperimentato …*

changing aspects of a story (for example, locating it in a different time or place, or developing an alternative ending) and explaining the significance of such changes

writing poems, letters or emails to characters from a story or film, for example, *Pinocchio*

interpreting how sounds, images, body language and language choices in texts such as songs and films carry Italian values, for example what aspects of the film, in *La vita è bella* convey the importance of love and family in Italian culture

Create imaginative texts to express experiences, ideas and emotions

[Key concepts: life, experiences, change; Key processes: creating, expanding, connecting; Key text types: autobiography, biography]
(ACLITC122 - Scootle ↗)

Elaborations

creating texts based on examples or models, for example, depictions of characters, children's stories

creating texts to entertain others, expressing real and imagined experiences, ideas and emotions, for example, a rap about being young, a video about a fictional school, a cartoon about a real or fictitious hero, a short story about an inanimate object coming to life

## Translating

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Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts

[Key concept: representation; Key processes: translating, considering alternatives, interconnecting, explaining, reflecting]

(ACLITC123 - Scootle ↗)

Elaborations

comparing different translations of the same message in Italian and English, for example, *Devo scappare/andare/correre* can be translated as 'I must/have to run/go' or 'I got to run/go

translating texts such as public signs and explaining choices in different renderings, for example, *Non calpestare l'erba* (Keep off the grass, Don't walk on the lawn, Don't trample the grass)

using print and digital dictionaries, selecting appropriate meaning from alternatives provided; comparing translations with peers and explaining cultural references and expressions such as *fuori* (literally 'outside'; 'out of your mind') or *su di giri* (literally 'revved up'; 'excitable, elated') and any aspects 'lost in translation'

comparing different translations of a text, including versions created by online translators, and discussing any issues that emerge

translating and discussing idiomatic expressions in both Italian and English, for example, *Non vedo l'ora!* (I can't wait!), *Era ora!* (Finally! It was about time!), *Lasciami stare!* (Leave me alone!), *Ma dai!* (Come on!), *Tocca ferro* (Touch wood)

Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ

[Key concept: interculturality; Key processes: comparing, reflecting, evaluating, explaining]

(ACLITC124 - Scootle ↗)

Elaborations

creating bilingual resources to support the sharing of experiences, for example, a photographic display or a digital presentation with captions, a bilingual guide/handbook for a particular group

creating a photographic display with bilingual captions depicting important social occasions in comparative perspective, for example, the ways in which weddings, Christmas, Labour Day are celebrated

adding subtitles and captions in English to complement the Italian language audio of video clips and photo stories

**Reflecting**

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Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed

[Key concepts: comfort/discomfort, multiplicity, reflective literacy; Key processes: connecting, decentring, reflecting, questioning assumptions]

(ACLITC125 - Scootle ⤴)

Elaborations

noticing differences between Italian and English ways of communicating which involve cultural dimensions, for example, when corresponding with an Italian peer and analysing the other student's references to aspects of culture, particularly the language choices the student makes such as *E tu, cosa ne pensi …?*

decentering from their own primary linguistic and cultural world to reflect on being a communicator and user of Italian in a variety of social situations, considering their own positioning and values in relation to others

reinterpreting own experiences of using and learning Italian across diverse experiences: listening to/reading others' perspectives and language use, comparing and connecting these to own experiences, forming an opinion and articulating own reactions to another person's responses, and recognising comfort/discomfort in the use of language in interactions with diverse others, for example, *Sono d'accordo. Mi sento a disagio*

developing a metalanguage for discussing ideas, issues and experiences related to intercultural communication

Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence

[Key concepts: memory, language affiliation, judgment; Key processes: connecting, evaluating, reflecting]

(ACLITC126 - Scootle ⤴)

Elaborations

recounting personal experiences and expressing opinions through a range of texts, using present and past tenses as appropriate, for example, writing an autobiography indicating how their identity has changed and why; writing a narrative about their family history and generational influences (*Ammiro … Giovanni perché è venuto in Australia da solo quando aveva diciotto anni*)

reflecting on texts such as diaries, articles and documentaries about the lives of Italians in the diaspora; making comparisons with learners and speakers of Italian, for example, through interviews, social media, wikis and video; discussing how people's identities, values and beliefs (including their own) are maintained and/or change over time

comparing and contrasting Italian and Australian experiences such as a concert or celebration, or teenage use of technologies (mobile phones, social networking), and considering how their own and

others' identity may shift according to place and time; discussing cultural notions of 'self' as public or private

engaging with other learners and speakers of Italian such as through social media, wikis and video, to describe experiences of using and learning Italian, seeking advice on how to learn and navigate aspects of Italian language and culture such as taboo topics, personal space, and perceptions of image (for example, *È permesso parlare di politca/religione? Con chi? Perché no?*); surveying class-/schoolmates, relatives, neighbours and friends to examine how identities may vary

reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures; noticing the adjustments made when interacting with different people

## Understanding

### Systems of language

Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts (ACLITU127 - Scootle ↗)

Elaborations

recognising some common interjections, for example, *oh!, e?, cioè, ahimè, ohimè, uffa!*

recognising the differences in pronunciation of words with similar spelling, for example, *sùbito, subito*

comparing and contrasting the pronunciation of similar-sounding words using text-to-speech software or the audio option of word-processing programs

recognising common cognate words in speech, for example, *organizzazione, programmare, arrivare*

identifying and interpreting sounds and textual features and devices such as onomatopoeia, repetition, simile and metaphor, and understanding how they are used to express emotion and convey attitudes

analysing personal interactions and audiovisual texts such as films to understand how tone, gesture and body language support meaning

recognising the difference between anglicised and Italian pronunciation

Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives (ACLITU128 - Scootle ↗)

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Elaborations

learning how to use:

- articles — rules for inclusion or omission, for example, *mio padre* and *il mio papà; Buongiorno signora… È la signora* …

- nouns — irregular plurals (for example, *la città/le città, il dito/le dita*), and collective nouns, for example, *la gente*

- pronouns — possessive, reflexive, demonstrative and relative

- comparatives and superlatives (regular and irregular) to make descriptions more precise, for example, *Il film è piu bello del romanzo; è bellissimo*

- adverbs of time and manner, for example, *ieri, di solito*

- prepositions (articulated or simple) to indicate destinations and directions, for example, *in Italia, a Roma, al parco*

- interrogatives, for example, *Chi …? Quando …? Come…?*

- verbs indicating action in the present (including irregular verbs and reflexives) and action across time: present perfect; imperfect; exposure to the future and conditional tenses and impersonal *si*; use of modals to indicate ability/willingness/necessity

- compound sentences (for example, *Mi piace la pizza ma preferisco le lasagne*), and complex sentences, for example, *La città che ho visitato era bellissima*

Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence (ACLITU129 - Scootle ↗)

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Elaborations

comparing procedural, recount and persuasive texts in Italian and English (for example, recipes, advertisements and weather reports) and describing their similarities and differences

understanding the elements that create coherence at a whole text level such as the use of cohesive devices, linked paragraphs and sequencing of ideas

**Language variation and change**

Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture (ACLITU130 - Scootle ↗)

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Elaborations

analysing the appropriateness of language choices for a given context and purpose according to age, relationship and gender, for example, the context of use for phrases such as *non mi va* as compared

to *non mi piace*

analysing differences in communicative style between formal and informal interactions, for example, *Come va? Come stai?*

noticing changes in style, lexicon and grammatical structures, observing how the same facts may be communicated differently by different people in different contexts, for example, describing a school assignment (*Non sono stato/a promosso/a; Sono stato/a bocciato/a*)

Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact (ACLITU131 - Scootle ⤢)

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Elaborations

developing awareness of the Latin origins of the Italian language and other Indo-European languages, how Italian has developed as a language, and the use of dialects

researching the use of dialects within the context of Italian-speaking communities (for example, by developing a portfolio of examples, gathered through interviews, blogs, community radio and events), considering the use of dialect and/or Standard Italian, and reflecting on the findings

observing changes over time in levels of formality, particularly in spoken Italian such as forms of address, for example, *tu/Lei* compared to *voi/Loro*

exploring, expanding and consolidating word usage using online applications relating to proverbs, sayings and set phrases

Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages (ACLITU132 - Scootle ⤢)

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Elaborations

analysing examples of Italian used in the Australian context (for example, by compiling a record of language observed in the community, noting the contexts or domains in which these occur), and comparing own observations with others'

discussing the choices made by bilingual users of language about which language to use when, and the influences on such choices

researching the changing nature of languages in contemporary Australia, and considering how it relates to issues such as migration

**Role of language and culture**

Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity (ACLITU133 - Scootle ↗)

Elaborations

examining the link between language and cultural values and practices evident in Italy, for example, the appreciation of things of beauty and style expressed by the concept of *la bella figura*; the connotations of the concept of *mammone*

examining how their own language and culture influence their responses to others

analysing and discussing language choices by asking, for example, Who uses this expression and where? Why is it meaningful? Why is it used?

evaluating own and others' assumptions and generalisations about values, beliefs, cultural norms and practices of Italian-speaking communities and how these influence intercultural exchange

sharing own responses in class to a given topic and comparing with those of others, reflecting on how different people are perceived through their use of language and the way it reflects values and beliefs

understanding how language and culture convey values such as, respect, for example, *Cosa ne pensi? Sei d'accordo? È giusto? In Australia invece … A differenza di …*