



# Western Australian Curriculum

## Languages | Italian

---

Scope and sequence | Pre-primary–Year 10

Draft for consultation | Not for implementation

DRAFT

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

DRAFT

## **Copyright**

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

## Contents

<b>Overview</b> .....	<b>1</b>
Guide to reading this document .....	1
<b>Pre-primary–Year 6</b> .....	<b>2</b>
<b>Strand: Communicating</b> .....	<b>2</b>
Sub-strand: Interacting in Italian .....	2
Sub-strand: Mediating meaning in and between languages .....	5
Sub-strand: Creating text In Italian .....	7
<b>Strand: Understanding language and culture</b> .....	<b>8</b>
Sub-strand: Understanding systems of language .....	8
Sub-strand: Understanding the interrelationship of language and culture .....	11
<b>Years 7–10</b> .....	<b>13</b>
<b>Strand: Communicating</b> .....	<b>13</b>
Sub-strand: Interacting in Italian .....	13
Sub-strand: Mediating in and between languages .....	15
Sub-strand: Creating text in Italian .....	16
<b>Strand: Understanding language and culture</b> .....	<b>17</b>
Sub-strand: Understanding systems of language .....	17
Sub-strand: Understanding the interrelationship of language and culture .....	18

DRAFT

## Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Italian are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, Italian shows the proposed content across the years of schooling from Pre-primary to Year 10.

The Scope and sequence for the Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: Communicating and Understanding language and culture.

The Communicating strand includes **Interacting in Italian**; **Mediating meaning in and between languages**; and **Creating text in Italian**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Italian curriculum.

Languages		
Italian		
Communicating		
Interacting in Italian	Mediating meaning in and between languages	Creating text in Italian
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

## Pre-primary–Year 6

### Strand: Communicating

#### Sub-strand: Interacting in Italian

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and communicate meaning in Italian</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce themselves, such as <i>Mi chiamo ..., e tu?</i></li> <li>participate in songs that may include actions, movement or dance</li> <li>play games, such as counting games, sorting and ordering games, and number games</li> </ul>	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce themselves and answer simple questions, such as – <i>Come ti chiami? – Mi chiamo ..., e tu?; – Quanti anni hai? – Ho sette anni, e tu?; – Come stai? – Bene, e tu?</i></li> <li>express likes and dislikes, such as <i>Sì, mi piace. No, non mi piace.</i></li> <li>use puppets to perform role-plays and exchange information about themselves</li> </ul>	<p>Share information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce themselves and answer simple questions about family and pets, such as – <i>Buongiorno! Come ti chiami? – Buongiorno! Mi chiamo ..., e tu?; – Quanti anni hai? – Ho sette anni, e tu?; – Hai un animale domestico? – Sì, ho un cane.</i></li> <li>express likes and dislikes, such as <i>Sì, mi piace il gelato. No, non mi piace la frutta.</i></li> <li>describe people and belongings, using familiar formulaic expressions, such as <i>Questo/a è ... Ecco il mio pallone, un gelato al limone, buonissimo!</i></li> <li>use formulaic Italian phrases for everyday interactions, such as <i>Grazie mille! Prego. Mi dispiace.</i></li> </ul>	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>For example:</p> <ul style="list-style-type: none"> <li>describe self, family, friends and objects with the correct placement of adjectives, such as <i>Mi chiamo Francesco. Sono biondo/alto/intelligente. Mio nonno si chiama Enzo. Ha i capelli/ha gli occhi/il naso/la bocca, + adjective. La camicia è rossa/nuova/piccola</i></li> <li>express likes and dislikes, such as <i>Sì, mi piace molto la pizza. No, non mi piace affatto il calcio.</i></li> <li>ask and answer questions relating to concepts, such as – <i>Oggi è venerdì? – No, è giovedì.; – Che data è oggi? – Oggi è il diciotto marzo.</i></li> </ul>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange personal information and respond to questions about self, family, leisure, neighbourhood, daily experiences and food, such as – <i>Da dove vieni? – Da Torino.; – Chi è ...? – Questo è mio padre.; – Dove abiti? – Abito in via ..., e tu?</i></li> <li>give reasons for likes and dislikes, such as <i>Mi piace guardare la TV. È divertente; Non mi piace studiare. È noioso.</i></li> <li>share information about simple everyday actions in the present tense, such as <i>Gioco a football; Mangio la pizza; Leggo il libro</i></li> <li>describe routines using time and days of the week, such as <i>Che ore sono? Sono le ... Quando? Venerdì alle dieci e mezza studio inglese.</i></li> </ul>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> <li>describe and respond to questions about their home and neighbourhood, such as <i>Descrivi la tua casa; Nella mia camera da letto ...; c'è un parco grande nella mia zona.</i></li> <li>describe location using prepositions of place, such as the position of objects in the home <i>Il vaso è sopra il tavolo; l'albero è a sinistra; l'auto è dentro il garage.</i></li> <li>ask for and give directions to places in the local area or an imagined locality, using print or digital maps</li> <li>talk about the local environment and express opinions and preferences, such as <i>Qui c'è molto verde. A/In ... c'è tanto inquinamento; Mi piace il caldo</i></li> <li>explore the regions of Italy, using atlases and digital technology, such as locating the capital of each region, discussing the typical dishes of the region and notable monuments</li> </ul>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> <li>ask and respond to questions that elicit personal information about themselves and others, such as – <i>Da dove vieni? – Vengo da Melbourne. – Sei australiana? – No, non sono australiana, sono cinese.; Sono di origine greca.; – Quanti siete in famiglia? – In famiglia siamo in sei.</i></li> <li>share information about routines, interests and favourite activities using language associated with time and sequence, such as <i>Arrivo a scuola alle otto e mezza; ogni sabato gioco a calcio; la sera faccio i compiti e gioco ai videogiochi.</i></li> <li>participate in a school blog with other students learning Italian to discuss experiences</li> <li>express feelings about a singer or sports figure, such as <i>È simpatico e bravo, mi piace tanto. Vorrei ...</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recite and perform rhymes and songs, adding music and actions to support meaning, such as the <i>Farfallina bella e bianca</i> rhyme</li> <li>play games, such as counting games, sorting and order games, number games, <i>tombola</i>, <i>ruba bandiera</i>, <i>bocce</i></li> <li>teach a song or game to visitors or another class</li> </ul>	<p>Participate in play-based activities using formulaic expressions, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recite an expanded range of action rhymes and songs with greater independence</li> <li>participate in a guided role-play in a shop or at the market, such as – <i>Una banana per favore ...</i> – <i>ecco ...; Quanto costa?; Un gelato per favore</i> – <i>Ecco il gelato.</i></li> <li>participate in ‘show and tell’, such as <i>Questa è la mia bambola. Si chiama Teresa; Questo è il mio camion. È grande.</i></li> <li>work in pairs or groups to select given options relating to foods, toys or classroom items, such as <i>Posso avere ...?; Cosa vuoi? Voglio una pesca; E tu, cosa prendi? Ecco la penna blu.</i></li> </ul>	<p>Participate in activities using some modelled language to complete tasks and play games</p> <p>For example:</p> <ul style="list-style-type: none"> <li>interact in shared activities, including games, role-plays, rhymes and songs, such as students taking turns role-playing the teacher and giving classroom commands</li> <li>participate in organising a shared lunch in the Italian class, discussing who will bring what, who will invite parents, such as <i>Facciamo un dolce. Chi porta lo zucchero? Chi porta le mele?</i></li> <li>follow procedures and instructions, for example, following recipes, such as <i>una macedonia di frutta</i>, or making a model of an Italian garden or piazza</li> <li>praise each other, using <i>Bravissimo! Fantastico! Un ottimo lavoro!</i> when working collaboratively on class tasks that require following instructions, such as cooking activities or other step-based activities like craft</li> <li>tally the colours of cars in the car park, such as <i>ci sono cinque macchine rosse, otto macchine bianche.</i></li> </ul>	<p>Participate in collaborative activities, using a range of familiar phrases and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>work in pairs or small groups to generate questions when preparing for a surprise party, such as <i>Quanti ...? A che ora? Dov’ è la festa?</i></li> <li>respond to a partner’s questions, such as – <i>Di che colore è la maglia? – È rosa; Qual è il tuo/suo gioco preferito?</i></li> <li>plan for a shared performance for assembly or guests, such as <i>Chi dobbiamo invitare? Cosa facciamo? Cantiamo una canzone italiana!</i></li> <li>introduce Italian currency to purchase items like gelato, fruit, vegetables etc. at an imagined market or shop, using phrases such as <i>Quanto costa? Cinque euros. La bicicletta nera, quanto costa? Un chilo in più, per favore.</i></li> </ul>	<p>Participate in collaborative activities that involve planning, to share information, preferences and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>plan and organise a performance item for a school assembly showcasing what they have learnt in their Italian class, allocating roles and negotiating which class members will recite a poem, sing, perform a rap/role-play, such as <i>Chi vuole cantare? Ti va di ...? Preferisci ...? Io non voglio ...</i></li> <li>plan and organise activities, using expressions related to place, time and numbers, such as <i>Dove facciamo la festa? Quando? Quante persone invitiamo?</i></li> <li>consult each other when completing individual or group activities using comments, such as <i>Sì, ho capito; No, non ho capito; È molto difficile!</i></li> <li>budget for imagined shopping expeditions, consulting online catalogues and websites, comparing prices and values, and discussing intended purchases</li> </ul>	<p>Participate in collaborative activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange information to organise a meeting with friends, discussing where and when it will take place, such as <i>Cosa vuoi/volete fare? Quando? Dove ci incontriamo?</i></li> <li>participate in action in relation to care of the environment, or class rules and routines, such as <i>Butta la carta nel cestino giallo; Aiuta i bambini della prima ad attraversare la strada; Lavorate in due e create un poster.</i></li> <li>participate in role-plays that involve transactions and opinions, such as <i>Quanto costa? È troppo caro/costoso; Che cosa ne pensi? Secondo me, è ...</i></li> <li>agree or disagree politely with others when completing and evaluating classroom activities, such as <i>(non) sono d’accordo. Secondo me non è vero/bello/giusto. Buon’idea!</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exchange simple greetings and farewells, such as <i>Ciao! Buongiorno! Arrivederci!</i></li> <li>• use Italian for everyday routines, such as roll call and for opening and closing lessons, such as singing <i>Ciao, buongiorno, ciao buongiorno, come stai? Presente!</i></li> <li>• respond to classroom instructions, or directions through actions, gestures and verbal responses, such as <i>In Cerchio! Ascoltate! Attenzione!</i></li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exchange simple greetings relevant to the time of day, expressions relevant to a celebration or event, and their relationship to the person, such as <i>Ciao!, Buongiorno!, Salve! Tanti auguri!</i></li> <li>• respond to classroom instructions, such as <i>Gurardate la lavagna! Parlate a bassa voce! Prendete la matita!</i></li> <li>• use formulaic Italian phrases for everyday interactions, such as <i>Grazie! Per favore! Mi scusi!</i></li> <li>• ask and respond to simple questions regarding classroom objects, such as – <i>È una matita? – Sì, è una matita.</i></li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exchange greetings relevant to the time of day and the student’s relationship to the person, and expressions relevant to a celebration or event, such as <i>Ciao Francesca!, Buongiorno Maestro/a! Salve! Tanti auguri!</i></li> <li>• respond to classroom instructions, such as <i>In piedi! Chiudi la porta! Alza la mano!</i></li> <li>• use formulaic Italian phrases for everyday interactions, such as <i>Grazie mille! Prego! Mi dispiace!</i></li> <li>• use puppets to perform role-plays to exchange information</li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• exchange greetings and offer wishes for particular occasions, situations or times of day in formal and informal contexts, such as <i>Ciao Francesca, come stai?, Buongiorno Maestro/a, come sta?</i></li> <li>• exchange simple spoken or written messages to praise or compliment someone, such as <i>Magnifico! Bravissimo/a! Un ottimo lavoro!</i></li> <li>• respond to instructions, ask for help or clarification, such as, <i>Ripetete dopo me! Cantate più forte! Aiuto, per favore. Come si dice ...?</i></li> </ul>	No content	No content	No content

## Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• match picture or object to spoken Italian</li> <li>• mime or point to show understanding of information provided in short Italian statements</li> <li>• respond to games or songs with actions or miming</li> <li>• discuss familiar words of Italian origin that they may have encountered, such as <i>pasta, pizza, ciao</i></li> </ul>	<p>Locate key information in familiar texts, and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• mime, draw, point or drag and drop to show understanding of key points in a range of spoken, written and multimodal texts</li> <li>• identify in Italian the main idea or event from an image, such as <i>la festa, la scuola, lo zoo</i></li> <li>• respond to games or songs with actions or miming, such as <i>Testa, spalla, ginocchia e piedi</i></li> <li>• identify words in a variety of texts by matching images with words</li> </ul>	<p>Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• respond to texts by sequencing pictures and simple text in the order that events occurred</li> <li>• retell a story or information by creating a storyboard</li> <li>• use intonation and visual cues, such as gestures, facial expressions, images, contextual clues, etc. to assist understanding meaning in context</li> </ul>	<p>Locate key information in familiar texts, and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• access texts about food and categorise information, such as <i>cibi sani e cibi poco sani</i></li> <li>• collect information from print or digital sources about topics of interest and create a display with names and appropriate adjectives, such as for favourite animal species, <i>gli animali domestici/ selvatici</i></li> <li>• ask and respond to questions related to characteristics of a person, dates, times and locations of events, such as – <i>Quando? – la domenica; il dieci giugno; – Quanti anni ha? – Ha trentasette anni; – Come è fisicamente? – È alto e forte; È grandissima</i></li> <li>• respond to a story, song, cartoon, comic or simple narrative by retelling or re-enacting the main events, taking on the role of a character or matching pictures and descriptive statements</li> </ul>	<p>Locate key information in familiar texts, and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• survey classmates and present findings or respond to questionnaires about likes, interests, routines and activities, such as <i>Qual è il tuo libro preferito? Qual è il tuo programma televisivo preferito?</i></li> <li>• tally the results of a survey and present information in various spoken and written forms, such as <i>Dieci bambini giocano a tennis e tre a basket etc.</i></li> <li>• read print/digital profiles about children from different cultural contexts and their routines, and list similarities and differences</li> </ul>	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• reorganise information from Italian texts using tables, concept maps and retrieval charts</li> <li>• identify and respond to language and cultural information in authentic texts, such as advertisements, letters and brochures</li> <li>• view documentaries about Australian/Italian cities or the natural environment to complete a list of facts or to collect information to discuss and compare with peers</li> <li>• listen to, or view Aboriginal and Torres Strait Islander authors' stories and respond to them using words, formulaic expressions and modelled sentences in Italian</li> </ul>	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• listen to a weather report or community announcement and then write a short invitation to a friend, such as <i>Caro Marco, fa molto caldo sabato. Vuoi venire a casa mia per fare il bagno? Francesco.</i></li> <li>• survey classmates on specific topics and present the findings using tables, concept maps, graphs and digital presentations, making comparisons with children's lifestyles in Italy, such as <i>Chi? Dove? Quando?</i></li> <li>• research topics, such as leisure, recycling, the water cycle, the solar system, geographical features of Italy, and organise and share the information in print or digital format</li> <li>• gather information by interpreting a range of texts, including signs, instructions, directions and diagrams and share the information in print or digital format</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>differentiate between formal and familiar language, such as using <i>Buongiorno, Arrivederci</i> with the teacher and <i>Ciao</i> with classmates</li> <li>collect English words that are the same in Italian, such as banana, pyjamas, picnic, and Italian words used in English <i>pizza, ciao, spaghetti, gelato</i>, and create a picture dictionary or word wall</li> <li>use formulaic phrases to show politeness, such as <i>Grazie! Prego. Scusa.</i></li> <li>notice formalities in Italy, such as handshakes or standing up to greet a visitor to the classroom</li> </ul>	<p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>collect English words that are the same in Italian, such as banana, pyjamas, picnic, and Italian words used in English <i>pizza, ciao, spaghetti, gelato</i>, and create a picture dictionary or word wall</li> <li>notice that teacher uses familiar form with students and students use formal form with teacher, such as <i>tu/Lei</i></li> <li>notice gestures, facial expressions and intonation patterns that accompany some expressions in Italian, such as shrugs or exclamations with the expressions <i>Boh! Mamma mia!</i></li> </ul>	<p>Begin to develop strategies to comprehend and adjust Italian language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use words from charts, displays and word walls to assist in comprehending an Italian story</li> <li>participate appropriately in familiar situations using greetings and self-introductions, and identify the different uses of language in specific contexts, such as <i>Buongiorno</i> with the teacher and <i>Ciao</i> with peers</li> <li>compile a glossary or word bank of common Italian expressions and idioms that convey Italian cultural practices, such as <i>Buon appetito! In bocca al lupo!</i></li> <li>use multimodal resources to build vocabulary to describe actions, such as watching a video of someone cooking to learn vocabulary including <i>mescolare</i> and <i>tagliare</i></li> </ul>	<p>Develop strategies to comprehend and adjust Italian language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to, read and view sentences and paragraphs in their entirety to predict meaning of unknown words and expressions</li> <li>use a familiar text as a stimulus to complete a role-play with their own creative input, such as changing main characters and items to suit their preferences</li> <li>experience different types of children's texts, such as <i>Lo Zecchino d'Oro</i>, video clips on <i>Suonolandia</i> appreciating the elements of humour and drama, use of sound effects, and facial expressions; and respond to the characters and events depicted in the texts, such as <i>È strano, È buffo. La storia parla di ...</i></li> <li>collect and use Italian words and expressions that do not translate easily into English, such as <i>Non vedo l'ora!; Altrettanto!</i></li> </ul>	<p>Begin to apply strategies to interpret and convey meaning in Italian language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use print or digital dictionaries and electronic translation tools to find the correct meaning of words and expressions within a given context</li> <li>demonstrate and explain hand gestures, body language or facial expressions that work with language, or stand alone in Italian communication, such as the gesture indicating when something is perfect or beckoning someone to go somewhere</li> <li>find signage from their local area and interpret and compare it to signage in Italy, such as comparing traffic and road signs, or signs in public places</li> <li>explain that there is not always word for word equivalence when moving between English and Italian, such as warning signs <i>Vietato entrare!; È vietato calpestare l'erba!</i></li> </ul>	<p>Apply strategies to interpret and convey meaning in Italian language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use bilingual learning resources and electronic translation tools to compose print or digital word banks or glossaries of Italian and English expressions used in formal and informal interactions</li> <li>act out a situation and respond appropriately using non-verbal forms of communication, such as a role-play at a restaurant using hand gestures to indicate delicious food; tapping watch to show someone is late</li> <li>compare cultural concepts and messages expressed in stories and song lyrics with similar concepts and messages expressed in English</li> <li>ask and respond to structured questions using modelled language to express opinions about events and characters in texts, and to interpret and evaluate the purpose of the text, such as <i>Chi ...? Dove ...? Cosa ...? Perché ...? Quando ...?</i></li> </ul>

## Sub-strand: Creating text In Italian

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Recognise words and use modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a mini biography using simple text and pictures, such as <i>Buongiorno! Mi chiamo Elisa. Ho sei anni.</i></li> <li>• illustrate a shared class big book and present the story with gestures/mime, such as <i>È un uccello. È verde. L'uccello vola. La farfalla è gialla.</i></li> <li>• use puppets, props and gestures to re-enact or retell stories</li> <li>• match bilingual captions/labels to images of Aboriginal and Torres Strait Islander Country/place locations in their local area or elsewhere in Australia</li> </ul>	<p>Use words, familiar phrases and modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create an informative <i>Tutta della mia famiglia</i> poster or profile with images or photos using simple sentence structures and vocabulary</li> <li>• share feelings about a book/video clip by participating in simple 'reviews', writing their names under one of the following: <i>Mi piace; Mi piace molto; Non mi piace</i></li> <li>• create a display wall with pictures and captions retelling the main events of a class excursion or activity, such as <i>Oggi allo zoo visitiamo ...</i></li> <li>• create a short print or digital story modelled on shared reading</li> <li>• make print/digital picture storybooks with captions to share with other students</li> </ul>	<p>Create and present informative and imaginative texts using formulaic expressions, familiar language, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features, such as <i>Sono australiano di origine greca. Sono bravo e sportivo. Parlo inglese e studio Italiano.</i></li> <li>• write messages to a favourite character in a story or children's television program, such as writing <i>Mi piace/non mi piace la canzone/il quadro; Il documentario è interessante.</i></li> <li>• use mime, movement or drama to give expression to events in texts, such as acting out scenes from a story, taking the role of a character</li> <li>• present well-known Italian stories and comment on the characters, discussing reasons and consequences, such as <i>Pinocchio è disobbediente.</i></li> </ul>	<p>Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a print/electronic brochure or infographic for the class to share information related to reasons to visit Italy or the importance of playing sport or eating healthily</li> <li>• compose and illustrate a simple narrative about 'a day in the life of' an imaginary person, animal or fictional character to share with peers</li> <li>• create a story based on a set of images, such as <i>Il papà si alza. Il papà mangia. Il papà parte</i></li> <li>• create simple descriptions of seasons and match them to appropriate Aboriginal and Torres Strait Islander seasons in their local area or elsewhere in Australia</li> </ul>	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• design and label a house and write a description of it</li> <li>• design a town or city plan and create a script of directions for an interactive GPS experience, such as <i>Dov'è la stazione di polizia? Voglio andare al cinema. C'è un bagno qui vicino? Gira a destra tra 100 metri.</i></li> <li>• create a multimodal presentation, such as a digital travel brochure, video guide, etc. to share interesting facts about Italian geography, places to visit, and things to do and see</li> <li>• create a storyboard exploring the sequence of events, such as <i>Alla Gelateria</i></li> </ul>	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use photo stills from a soccer match or <i>il Giro d'Italia</i> to create some commentary about the action taking place, such as <i>il giocatore calcia la palla. Cade. Fa male.</i></li> <li>• compose and perform a series of short plays or skits about topics of interest, using digital media to share with peers or Italian-speaking contacts</li> <li>• create an interactive display or performance as advocacy for the school language program, such as, informing younger students of the benefits of learning another language</li> <li>• create a story book about a person that they admire</li> </ul>

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore language features of Italian noticing similarities and differences between Italian and English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice when Italian or English is being used in the classroom</li> <li>observe that written Italian uses the same letters as written English, although Italian has 21 letters while English has 26</li> <li>participate in alphabet songs, chants and rhymes to imitate Italian pronunciation, intonation and stress, such as stressing double letters</li> <li>make connections with Italian words and phrases used in everyday life in Australia, such as identifying food names like <i>gelato</i>, <i>spaghetti</i>, <i>pasta</i>, <i>broccoli</i>, <i>cappuccino</i></li> </ul>	<p>Explore and imitate the sounds and rhythms of Italian</p> <p>For example:</p> <ul style="list-style-type: none"> <li>imitate the pronunciation of the 21 letters of the Italian alphabet</li> <li>reproduce Italian sounds and intonation patterns through imitation, and reciting nursery rhymes, tongue twisters and songs</li> <li>practise rolling 'r' by reciting rhymes and chants</li> <li>notice syllable patterns in words, such as <i>la/sa/gna</i>; <i>pa/ta/ta</i></li> <li>compare vowel sounds in Italian and English</li> </ul>	<p>Recognise and experiment with the sounds and rhythms of Italian</p> <p>For example:</p> <ul style="list-style-type: none"> <li>imitate Italian speech using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures, facial expressions and body language</li> <li>observe that words which stress the final letter have an accent on that letter, such as <i>papà</i>, <i>città</i>, <i>così così</i></li> <li>acknowledge that rising intonation denotes a question</li> <li>notice that Italian is a phonetic language and is written as it sounds</li> <li>compare similarities and differences in pronunciation of cognates with English, such as <i>musica</i>, <i>animale</i>, <i>appartamento</i></li> </ul>	<p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that there is the standard language called 'Italian' as well as many dialects spoken throughout Italy and language variations spoken in Italian-speaking communities around the world</li> <li>recognise letter combinations, such as 'gn' in <i>lavagna</i> and <i>gnocchi</i>, and 'gl' in <i>figlio</i> and <i>famiglia</i></li> <li>recognise the silent 'h' as applicable to the conjugation of the verb <i>avere</i> in the present and for borrowed words, such as <i>hockey</i> and <i>hotel</i></li> <li>notice that an accent means that you stress that letter and may change the meaning of the word, such as <i>è</i> and <i>e</i>, <i>il papà</i>, <i>il Papa</i></li> </ul>	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>develop pronunciation between sound blends in Italian in comparison with English, such as 'sc' followed by 'h' or 'i/e' - <i>schivo</i>, <i>piscine</i>, <i>pesce</i></li> <li>recognise that sound blends can affect meaning, for example, <i>scarpa/sciarpa</i></li> <li>notice the differences in intonation between statements, questions, exclamations and commands</li> </ul>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Italian to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>pronounce double consonants, such as <i>la mattina</i>, <i>il cappello</i>, <i>la piazza</i>, <i>fa freddo</i></li> <li>recognise that not pronouncing double consonants in Italian affects meaning, such as <i>capello/cappello</i>; <i>pala/palla</i>; <i>casa/cassa</i>; <i>polo/pollo</i></li> <li>pronounce diphthongs in Italian, such as <i>buono</i>, <i>chiuso</i>, <i>ieri</i>, <i>ciao</i>, <i>più</i></li> <li>notice that there are both grave and acute accents in Italian, such as <i>è</i>, <i>perché</i>, <i>città</i> and that the accent on the last letter of a word indicates where the stress falls when saying the word; and learn to insert accents into their work electronically</li> </ul>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Italian to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>pronounce 'z' (z) and 'zz' (ts) sounds</li> <li>recognise that Italian usually stresses the penultimate syllable, such as <i>studiare</i>, <i>francese</i>, <i>intelligente</i>; and that there are exceptions to the rule, such as <i>meccanico</i>, <i>subito</i>, <i>difficile</i></li> <li>notice that letter combinations affect pronunciation, such as <i>sci/e</i> is pronounced 'sh'; <i>sca</i>, <i>sco</i>, <i>scu</i> are pronounced 'sk'; and can also affect meaning, such as <i>sciarpa</i>/<i>scarpa</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how the Roman alphabet and features of language are used to construct meaning in Italian</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• copy and trace the Italian alphabet</li> <li>• notice that most words in Standard Italian end with vowels ‘a’, ‘e’, ‘i’, ‘o’</li> <li>• observe that some words which do not end with a vowel are borrowed English words, such as computer, robot, yoghurt, sport.</li> </ul>	<p>Recognise that the Roman alphabet and features of language are used to construct meaning in Italian</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• identify that the letters ‘j’, ‘k’, ‘w’, ‘x’, ‘y’ are not part of the Italian alphabet</li> <li>• notice that Italian is a phonetic language and is written as it sounds</li> <li>• observe that days of the week and months of the year are written with lower case letters</li> <li>• recognise formulaic use of the verbs <i>stare</i>, <i>essere</i> and <i>avere</i> when used to give personal information about state or identity, such as <i>Ho sette anni</i>, <i>Sono intelligente</i>, <i>Sto bene</i></li> <li>• notice how likes and dislikes are expressed in Italian, such as <i>Ti piace fare lo sport?</i>; <i>Mi piace cantare/giocare</i>; <i>Non mi piace nuotare</i>.</li> </ul>	<p>Recognise simple Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• identify the gender of nouns in the singular and plural regular form, such as ‘o-i’; ‘a-e’; ‘e-i’</li> <li>• observe gender in patterns of names, for example, male names generally end in ‘o’ and female names end in an ‘a’, like <i>Francesco/a</i>, <i>Alessandro/a</i>, and notice exceptions to the rule, such as male names in Italian ending in ‘a’ or ‘e’, for example, <i>Simone</i>, <i>Luca</i>, <i>Andrea</i>, and <i>Nicola</i></li> <li>• use the definite and indefinite articles and understand how to specify a particular person or object, such as <i>la mamma</i>, <i>una mamma</i>; <i>il quaderno</i>, <i>un quaderno</i>; <i>l’arancia</i>, <i>un’ arancia</i></li> <li>• use adjectives to describe characteristics or qualities of a person or object and notice that adjectives change with gender, such as <i>Federica è italiana</i>, <i>Alessio è portoghese</i>, <i>la macchina rossa</i>, <i>il libro rosso</i></li> </ul>	<p>Recognise and use simple Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use singular and plural nouns, recognising that some singular nouns do not follow the regular masculine/feminine pattern, such as <i>la mano</i> – <i>le mani</i>; <i>il papà</i> – <i>i papà</i></li> <li>• express preferences and reasons for preferences, such as <i>preferisco ... perché ...</i></li> <li>• create simple sentences in the subject+verb+object pattern, and link ideas using conjunctions, such as <i>e</i> and <i>ma</i></li> <li>• use reflexive verbs and simple past tense in formulaic expressions, such as <i>Mi alzo alle sette</i>. <i>Sono andato/a al cinema</i></li> <li>• apply the structure for telling the time in Italian, such as – <i>Che ora è?</i> – <i>È l’una</i>. <i>Sone le quattro e mezzo/a</i>. <i>Sone le undici meno un quarto</i>.</li> </ul>	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use prepositions to indicate location or direction, such as <i>a casa</i>, <i>a Roma</i>, <i>in città</i>, <i>a sinistra</i>, <i>sopra il tavolo</i>, <i>sotto il banco</i></li> <li>• use possessive adjectives to express ownership, such as <i>la mia casa</i>, <i>la tua famiglia</i>, <i>il tuo cappello</i>, <i>mia nonna</i></li> <li>• formulate questions and requests, such as <i>Che ora è?</i> <i>Quando comincia la scuola?</i> <i>Dove andiamo stasera?</i></li> <li>• recognise that some adjectives precede the noun, such as <i>bello</i> – <i>Che bella giornata!</i></li> <li>• express negation, such as <i>voglio/non voglio</i></li> </ul>	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions to compose and respond to texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use both regular and irregular plural nouns, such as <i>un ginocchio/due ginocchia</i></li> <li>• express positive and negative preferences using adverbs to intensify the meaning, such as <i>Mi piace molto la cioccolata</i>; <i>Non mi piace tanto ballare</i>.</li> <li>• recognise the position of adverbs in sentences, such as <i>Non vado mai al cinema</i>; <i>Cammino lentamente</i>.</li> <li>• use simple conjunctions to sequence events and join sentences, such as <i>perché</i>, <i>anche</i></li> <li>• begin to use regular forms of the present tense – <i>are</i>, <i>–ere</i> and <i>–ire</i> verbs and high frequency irregular verbs, such as <i>essere</i>, <i>avere</i>, <i>andare</i>, <i>fare</i> and <i>stare</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Explore how Italian language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that Italian and English use punctuation conventions, such as full stops, capital letters, commas and question marks</li> <li>observe gender in patterns of naming, such as <i>Francesco/Francesca, Alessandro/Alessandra</i></li> <li>notice that rising intonation denotes a question</li> </ul>	<p>Recognise Italian language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice that adjectives usually follow the noun in Italian, such as <i>il cane grande, la farfalle rosa</i>, whereas adjectives usually precede the noun in English</li> <li>notice that Italian has definite and indefinite articles that are gender based, such as <i>la casa, una casa; il giardino, un giardino; lo zoo, uno zoo</i></li> <li>notice that Italian singular and plural words are formed differently from English</li> </ul>	<p>Identify familiar Italian language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice commonalities between particular text types in Italian and English, such as discovering that greeting cards in both English and Italian have a front cover with images or photos specific to the occasion, an opening and closing address, and a written message</li> <li>notice that Italian, unlike English, uses cardinal numbers for dates except for the first of the month, such as <i>il 23 marzo, il primo giugno</i></li> <li>recognise differences in punctuation and capitalisation rules when writing, such as omitting capitals for days of the week, months of the year and nationalities</li> </ul>	<p>Identify and describe familiar Italian language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice how speaking English influences expectations about the Italian language, such as seeing word order as ‘back to front’, and noticing where adjectives are placed in Italian <i>il pennarello nero</i></li> <li>discuss the influence of English words on Italian and consider why word borrowing occurs, such as discovering English words incorporated into Italian <i>il tennis, i jeans, fare shopping, l’email</i> and Italian words incorporated into English <i>espresso, bellissimo, bravo, opera</i></li> <li>identify cognates, such as nouns like <i>cioccolata, cinema, pera, parco</i> and <i>stazione</i>; adjectives like <i>intelligente</i> and <i>interessante</i>; and verbs like <i>arrivare, studiare, telefonare</i> and <i>visitare</i></li> <li>begin to develop a metalanguage for talking about language</li> </ul>	<p>Compare Italian language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explain in English the meaning of culturally significant phrases and concepts encountered in everyday interactions and in signs, such as <i>È vietato calpestare l’erba, È vietato attraversare i binari</i></li> <li>discuss the differences in register when using language in different contexts, such as when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor</li> <li>develop metalanguage to describe patterns, grammatical rules and variations in language structure</li> </ul>	<p>Compare and discuss Italian language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>talk about grammar, using terms, such as ‘tense’ and ‘personal pronoun’, identifying language elements, and using metalanguage to discuss how they are used</li> <li>apply intercultural awareness when using metalanguage to explain to others learnt words and expressions, such as applying practices relating to hospitality <i>S’accomodi! Grazie per l’invito ... Volentieri! Certo!</i></li> <li>interpret the meaning of particular word choices and gestures made in conversations between speakers of Italian, such as explaining the use of idioms like <i>Diamoci del tu! Dai! Non vedo l’ora!</i></li> </ul>

## Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>locate Italy on a world map, understanding that Italian is the national language of Italy, and that it is spoken in Italian-speaking communities around the world</li> <li>explore the different languages spoken by class members and listen to the different sounds and ways of saying common expressions, such as ‘Good morning’, ‘My name is ...’</li> <li>observe, through visual and audiovisual resources, including video clips and photos, that members of Italian-speaking communities may do everyday things differently from themselves, such as shaking hands, kissing on the cheek, and starting a meal with <i>Buon appetito!</i></li> <li>exchange ideas, feelings and understandings of language and culture through play-based experiences, such as playing dress-ups, setting up pretend <i>café</i>, <i>pizzeria</i> and market stands, and playing with puppets</li> <li>notice how local names of streets, places and landmarks can have their origins in Aboriginal and Torres Strait Islander</li> </ul>	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use formal greetings, such as <i>Buongiorno! Buonasera signor, ArrivederLa</i> with adults other than family and friends, and using <i>Ciao</i> or <i>Salve</i> with family and friends</li> <li>explore symbols used by Aboriginal and Torres Strait Islander people and those used in Italian-speaking communities in a range of contexts, such as finding out what the symbols on flags represent</li> <li>recognise that music, dance, food, celebrations and games are connected with culture</li> </ul>	<p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise common Italian gestures that express likes/dislikes and feelings, such as <i>Eccellente! Non lo so, Squisito!</i></li> <li>recognise that the Italian tradition of <i>fare la passeggiata</i> is culturally more significant than just taking a walk</li> <li>view images of daily life in Italy and Australia and notice similarities and differences, such as comparing similarities and differences in <i>la piazza, il mercato, il supermercato, la spiaggia</i></li> <li>explore the range of languages and cultures in the classroom, and create a collage using pictures and photos of cultural celebrations, events and formulaic expressions associated with them, such as <i>ferragosto, l’Epifania, il Carnevale</i></li> </ul>	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>show awareness that some cultural expressions have no equivalent in the English language, such as <i>Buon onomastico, Ferragosto, Carnevale</i></li> <li>observe the connection between some names and regional and family connections or religions</li> <li>explore representations of information, such as symbols used in cultural expressions of Aboriginal and Torres Strait Islander people, and make connections with those of Italian language and culture</li> </ul>	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identify ways in which Italian language and culture influence the lives of people in Australia, such as cuisine, fashion and sport</li> <li>explain the practices contained in texts to someone unfamiliar with Italian, such as <i>alla mensa scolastica; le vacanze estive; la passeggiata</i></li> <li>observe language used across generations, such as noticing differences in words used by grandparents, parents and young people, and suggesting why these differences occur, such as <i>Onomastico</i> which is more acknowledged by older generations</li> </ul>	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare language use in similar social situations in Italian and English</li> <li>recognise similarities and differences between the meaning of signs and symbols in everyday life, including Roman numerals, currency, toilet signs, and street signs, such as <i>Senso Unico and Zona Pedonale</i></li> <li>recognise experiences of the Italian language and culture being located in and intertwined with the language and culture of English speakers in Australia, such as in shop signs <i>Barbiere, Panificio, Macelleria, Farmacia, Boutique</i></li> <li>explain Australian English vocabulary, expressions and practices to Italian speakers and other people from different language backgrounds, such as ‘the bush’, ‘fair go’ and ‘she’ll be right’</li> </ul>	<p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to or view short skits of Italians speaking to develop an awareness of different dialects and language variations spoken in Italy and used in Italian-speaking communities in the world and notice the use of gestures</li> <li>explore with the teacher aspects of Italian culture that may create comfort/discomfort with the ideas and language used by others, such as <i>farsi il bidet</i></li> <li>compare their own ways of using language with those of peers, thinking about how family and community shape identity and communication, such as using more than one language, celebrating or expressing feelings in various ways, considering whether learning and using Italian has an impact on identity either in or out of the classroom</li> <li>explain to others the significance of some Italian cultural practices and</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
language(s) and compare these to Italian place names						events, including greetings, mealtimes, school or family routines, etc. and concepts and values, and recognise cultural differences in their interpretation of meaning, such as <i>Qual è la differenza? Capisco ma non sono d'accordo.</i>

DRAFT

## Years 7–10

### Strand: Communicating

#### Sub-strand: Interacting in Italian

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce self and others: <i>Ecco mia sorella Chiara. Chiara ha sedici anni, ha i capelli lunghi e mossi e gli occhi grandi. È una ragazza spiritosa e molto vivace.</i></li> <li>exchange information about home and school life with other students, as in – <i>Che cosa fai il pomeriggio? – Dopo la scuola di solito faccio i compiti, e poi due volte alla settimana faccio nuoto.</i></li> <li>share opinions and experiences about school life across cultures in structured speaking or writing tasks, such as a class discussion or a recorded dialogue – <i>La mia scuola è grande, con tanti studenti. Ci sono due pause durante il giorno.; – In Italia, a che ora inizia la scuola? – Alle otto, ma finisce prima.</i></li> </ul>	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in informal role-plays or conversations where students share weekend activities, as in – <i>Che cosa hai fatto sabato sera? – Sono andato/a al cinema con i miei amici. E tu? – Io sono andato/a alla festa di compleanno di mia cugina. – Ti sei divertito?</i></li> <li>engage in conversations in pairs or small groups to share information about interests, leisure time activities and preferences, as in – <i>Cosa fai nel fine settimana? – Di solito mi piace dormire fino a tardi e poi pranzare con la famiglia, ma qualche volta ...</i></li> <li>compare weekend habits and social activities of Italian and Australian teenagers by reflecting on real-life examples or video interviews, focusing on similarities and differences in how young people spend their free time, as in – <i>Ho visto che molti ragazzi in Italia fanno sport come la pallavolo e il basket nei centri sportivi., – Anche da noi! Però noi spesso ci alleniamo anche a scuola.– Interessante ... E tu, che sport fai?</i></li> </ul>	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Italy and its culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>describe landscape and geographical features using relevant vocabulary and language structures, such as <i>Questa è la mappa dell'Italia: come vedete, l'Italia è una penisola/a est confina con la Francia/ci sono molti vulcani attivi. Venezia è una città interamente costruita sul mare: ci sono quasi 400 ponti e oltre 100 isole.</i></li> <li>sustain group discussions by sharing researched information about a chosen Italian region's traditions, such as <i>il Palio di Siena, il Carnevale a Venezia</i> etc. and comparing them with Australian customs – <i>Ho scoperto che in Sardegna ci sono feste tradizionali con costumi tipici. – Davvero? Anche noi abbiamo eventi culturali, come NAIDOC Week. – Sarebbe bello partecipare a entrambi!</i></li> <li>compare Italian regional lifestyles, using open-ended questions and culturally relevant vocabulary, such as: – <i>Com'è la vita in Italia? – Dipende ... A Roma la vita è frenetica, invece nelle città piccole la vita è tranquilla.</i></li> <li>participate in a virtual cultural exchange or simulated online forum where students exchange messages or short videos with Italian-speaking peers, discussing lifestyle and routines, such as – <i>Ciao! A Perth mangiamo presto, verso le sei. E voi in Sicilia? – Noi ceniamo verso le otto con tutta la famiglia.</i></li> </ul>	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> <li>engage in role-plays or interviews where students imagine applying for a summer job or university exchange in Italy, asking and answering questions about skills, interests and goals, such as – <i>Perché vuole lavorare in questo hotel? – Parlo inglese e italiano, sono responsabile e mi piace lavorare con la gente. – Ha mai lavorato in un ristorante?</i></li> <li>participate in a class debate or discussion on post-school plans, using extended language to express opinions and justify choices – <i>Secondo me, è importante fare un'esperienza all'estero prima dell'università. – Io invece preferisco iniziare a lavorare subito. Voglio diventare chef. – Interessante! Hai già fatto un tirocinio o esperienza di lavoro?</i></li> <li>discuss the benefits of cultural exchanges, as in – <i>Vorrei studiare all'estero per un anno. Mi aiuterebbe a migliorare la lingua, e anche la mia autostima etc Secondo me, invece, sarebbe meglio ...</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>engage in conversations in pairs or small groups to share ideas and preferences about daily routines, such as – <i>Che cosa fai dopo la scuola? – Io faccio i compiti, poi guardo la TV o gioco a calcio con mio fratello, e tu? Io preferisco la pallacanestro e mi alleno al centro sportivo del mio quartiere.</i></li> <li>use and respond to a range of classroom-related language to participate in class activities, as in <i>Adesso facciamo un gioco. Va bene? – Sì, va bene. A chi tocca?</i></li> </ul>	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in informal role-plays or conversations where students plan an outing, such as – <i>Che cosa facciamo sabato sera? Andiamo al cinema? – Mi dispiace, ma ho la festa di compleanno di mia sorella. Sei libero/a sabato prossimo?</i></li> <li>participate in classroom routines and collaborative tasks, using Italian to ask for clarification, express preferences, and interact respectfully with the teacher and peers, such as – <i>Prof, posso lavorare con Luca oggi? – Non ho, può spiegare di nuovo per favore? – Io inizio con l'attività due. Tu quale fai?</i></li> </ul>	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare Italian lifestyle and daily routines with local experiences, expressing preferences and reasons – <i>Com'è la vita quotidiana in una città del nord come Torino, rispetto a una città australiana? – Lì fa più freddo, e la gente spesso prende il tram. Noi usiamo di più la macchina. – E per quanto riguarda il cibo?</i></li> <li>consider and negotiate options, as in <i>Qual è la tua regione preferita? Ho scelto la Sicilia perché ha spiagge meravigliose e piatti tipici squisiti. – Davvero? Io invece preferisco il Trentino. Ci sono le montagne e si parlano due lingue. Senza dubbio, è la regione più interessante per me.</i></li> </ul>	<p>Contribute ideas, opinions, and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>collaborate in planning an imagined trip to Italy (or another place), discussing destinations, budgets, interests and preferences using authentic travel-related vocabulary – <i>Io vorrei visitare Firenze per l'arte e la storia. E tu? – Io sogno di andare in Sicilia per il mare e il cibo. – Possiamo creare un itinerario di due settimane con treno e alberghi economici!</i></li> <li>use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations</li> </ul>

## Sub-strand: Mediating in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>read or listen to a short personal profile or blog post in Italian, then identify and organise key information, such as name, age, family members, likes/dislikes, and present it in English using an infographic, poster, or short oral presentation</li> <li>watch or listen to an Italian teenager describing their school day, as in <i>Oggi ho matematica e poi italiano</i>, then recount the main ideas in English or Italian, focusing on similarities and differences with the Australian school context, such as school hours, subjects, or lunch routines</li> </ul>	<p>Locate, summarise and process information, ideas and opinion from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>locate and summarise key details from an Italian invitation, event advertisement or social media post, such as <i>Festa di compleanno</i>, <i>Concerto in piazza</i> etc., then present the information in English or Italian for classmates</li> <li>listen to or read short dialogues between Italian teenagers making social plans, such as <i>Che ne dici di andare al centro commerciale? Ci vediamo alle sei davanti al cinema</i>, then retell the exchange in English, highlighting social norms around invitations and meeting places</li> <li>explain how literal translations may differ from intended meaning, as in <i>Non mancare!; Ti va di uscire dopo scuola?</i></li> </ul>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>read or listen to a variety of texts about regional food traditions in Italy, such as blog posts, interviews and infographics, then summarise the key information and compare regional differences in a visual format or class presentation, explaining how geography and culture influence food</li> <li>interpret texts where Italians describe lifestyle habits, such as market shopping, mealtimes and leisure routines, and present this information in English for an Australian audience, noting how values like community or seasonal eating shape everyday life</li> <li>explain how some expressions, such as <i>fare una passeggiata</i>, <i>partecipare ad una sagra</i> etc. reflect uniquely Italian cultural concepts that may not directly translate into English</li> </ul>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analyse and compare blog posts or interviews with Italian and Australian students about their post-school plans, identifying key differences in aspirations and education/work pathways, then summarise for a class discussion or presentation</li> <li>translate texts, such as job ads, travel guides, or university open days into a short summary for a school newsletter in English</li> <li>interpret audio or video clips from Italian sources, such as a student testimonial about an Erasmus exchange, and compare Italian and Australian attitudes to gap year or part-time work during study</li> </ul>
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>translate short texts, recognising when literal translation is or is not possible, as in <i>mi piace</i> or <i>io ho dodici anni</i>, and discuss reasons for equivalence or non-equivalence</li> <li>translate and interpret short phrases or texts, noting culture-specific words and phrases, and discuss alternatives, equivalence or non-equivalence, as in idiomatic expressions, such as <i>In bocca al lupo! Boh! Magari! Uffa!</i></li> <li>identify Italian–English cognates, such as <i>dizionario/dictionary</i>, <i>intelligente/intelligent</i>, <i>calmo/calm</i>, and use them to predict meaning</li> </ul>	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identify Italian–English cognates, such as <i>cominciare/to commence</i>, <i>arrivare/to arrive</i>, <i>geografia/geography</i>, and use them to predict meaning</li> <li>develop awareness of Italian–English ‘false friends’ and reflect on how they assist or inhibit meaning, for example, <i>parenti/relatives</i>, <i>gentile/kind</i>, <i>simpatico/pleasant</i></li> <li>consider what will require an explanation, elaboration or illustration to be understood by an Italian audience, such as explaining BBQ, suburb, and distances when describing the local environment, lifestyle and events</li> </ul>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identify Italian–English cognates, such as <i>montagna/mountain</i>, <i>vulcano/volcano</i>, <i>costa/coast</i>, <i>mezzi di trasporto/means of transport</i>, <i>treno/train</i>, and use them to predict meaning</li> <li>translate idiomatic expressions in both Italian and English, such as <i>Non vedo l’ora!</i>, <i>Ne vale la pena</i>, <i>Ma dài!</i>, or <i>Break a leg!</i></li> <li>recognise when literal translation is not possible, or more than one translation is possible, for example, ‘to drive’ can be translated as <i>andare in macchina</i> or <i>guidare</i>, depending on the context</li> <li>use print and digital dictionaries</li> </ul>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare different translations of a text, including versions created by online translators, and discuss any issues that emerge</li> <li>explore, expand and consolidate word usage using online applications relating to idioms, proverbs, sayings and set phrases</li> <li>use print and digital dictionaries, selecting appropriate meaning from alternatives provided and comparing translations with peers, explaining cultural references and expressions, such as <i>sei fuori</i> (literally ‘you are outside’; ‘out of your mind’) or <i>su di giri</i> (literally ‘revved up’; ‘excitable, elated’) and any aspects ‘lost in translation’</li> </ul>

## Sub-strand: Creating text in Italian

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a personal profile or paragraph for a class blog or wall display using modelled sentences, such as <i>Mi chiamo Giulia, ho undici anni e abito a Perth. Ho un fratello e una sorella. I miei hobby sono leggere e andare in bicicletta.</i></li> <li>• write a short email to an Italian e-pal describing the school day, such as <i>Mi chiamo Alessia, ho dodici anni e frequento l'anno sette della scuola superiore. Vado a scuola dalle otto alle quindici. E voi in Italia?</i></li> <li>• create a simple dialogue between friends talking about their school subjects using scaffolded examples, such as <i>Che materia hai oggi? Ho scienze e matematica. E tu? Io ho italiano. Mi piace molto!</i></li> </ul>	<p>Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• write a short invitation to a party or outing, adapting modelled phrases, such as <i>Ti va di venire ...?, Ci vediamo alle ..., Porta qualcosa da mangiare</i>, to suit the event, audience, and purpose, using informal register and layout conventions for invitations</li> <li>• create a social media-style post or diary entry describing an event attended, such as <i>una festa, una gita scolastica</i>, using past tense structures and expressive language, like <i>È stato fantastico!, Ho incontrato molti amici</i></li> <li>• create a short dialogue or role-play between friends making plans for a weekend outing, as in <i>Ti va di andare in città sabato? Possiamo incontrarci davanti alla gelateria</i></li> <li>• create a poster or party invitation template including the date, time, place, and type of event, such as <i>Festival Italiano a Fremantle</i></li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose, and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• write a blog post or article describing a traditional Italian festival or food event, such as <i>la Sagra del Tartufo, il Carnevale di Venezia</i> etc. using appropriate structures and descriptive language as in <i>Durante la sagra si mangiano piatti tipici della zona.</i></li> <li>• create a fictional diary entry as an Italian teenager reflecting on a local tradition or celebration, as in <i>Oggi abbiamo festeggiato il Ferragosto con tutta la famiglia ...</i></li> <li>• develop a role-play script for a TV cooking segment, such as <i>Benvenuti al nostro programma di cucina! Oggi prepariamo la pasta alla norma</i> etc. using appropriate introductions, step-by-step instructions and engaging expressions, like <i>Buon appetito!</i></li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• write a formal email to a student exchange coordinator in Italy, inquiring about study opportunities and homestay arrangements as in: <i>Mi chiamo Luca Rossi e sono interessato a partecipare a uno scambio culturale ...</i></li> <li>• create a persuasive blog post aimed at peers, encouraging them to consider working or studying in Italy. Use persuasive language, rhetorical questions, and positive tone to engage and influence the intended audience, as in <i>Studiare in Italia è un'esperienza unica! Imparerai la lingua, scoprirai una nuova cultura ...</i></li> <li>• write an imaginative travel diary entry set in the future, describing your first week of work experience in an Italian city, such as <i>È il mio primo giorno a Milano! L'ufficio è moderno e i colleghi sono gentili. Durante la pausa pranzo andiamo al bar sotto l'ufficio ...</i></li> </ul>

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of spoken Italian to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use appropriate rising intonation in questions, such as <i>Ti piace la musica?</i></li> <li>rehearse and perform simple dialogues, such as <i>Qual è la tua materia preferita? La mia materia preferita è storia perché la professoressa è molto simpatica. Ti piace il tuo professore di storia?</i> with attention to pitch and rhythm to support meaning and fluency</li> <li>use correct stress and rhythm in common verbs and expressions, such as <i>Uffa! Che noia! Davvero?</i></li> </ul>	<p>Apply knowledge of linguistic features of spoken Italian to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>experiment with appropriate intonation and stress to express enthusiasm or hesitation when discussing weekend plans, such as <i>Ti va di andare al cinema? No, mi dispiace un sacco ma ho un impegno.</i></li> <li>apply varied pronunciation and intonation to convey different emotions like surprise or disappointment, such as <i>Non ci posso credere!</i></li> <li>use rising intonation to ask confirmation questions in conversations about plans, such as <i>Ci vediamo alle sette, vero?</i></li> </ul>	<p>Apply linguistic features of spoken Italian to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use varied intonation and stress patterns to emphasise opinions and preferences when discussing Italian food and traditions, as in <i>Adoro la cucina siciliana!</i></li> <li>use accurate pronunciation and stress when using region-related vocabulary and culturally specific expressions, such as <i>parmigiana, aperitivo</i> etc.</li> </ul>	<p>Apply linguistic features of spoken Italian to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use natural rhythm and strategic pausing to structure spoken presentations or interviews about study or work plans abroad, as in <i>Dopo la maturità ... vorrei studiare all'estero ... poi ... chissà ...</i></li> <li>demonstrate control over pronunciation of complex vocabulary related to study and work contexts, such as <i>tirocinio, borsa di studio, organizzazione internazionale</i></li> </ul>
<p>Apply knowledge of linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>apply correct word order, subject–verb agreement, and simple sentence structure, when creating short descriptions, such as <i>Mi chiamo Alessia. Ho dodici anni. Abito a Perth con la mia famiglia e il mio cane.</i></li> <li>use high-frequency regular verbs and some irregular verbs and time expressions, as in <i>Vado a scuola alle otto. Tutti i giovedì studio matematica, scienze e italiano</i></li> <li>use topic-specific vocabulary to write a simple profile or email, such as <i>Ciao a tutti! Sono Marco. Frequento il primo anno della scuola superiore. Mi piacciono lo sport e la musica, or to fill out a personal information form in Italian, including details like <i>nome, età, nazionalità, lingue parlate</i> etc.</i></li> </ul>	<p>Apply knowledge of linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use regular <i>–are, –ere</i> and <i>–ire</i> verbs and high-frequency irregular verbs in the present tense, such as <i>andare, fare</i>, etc. to respond to written invitations or text messages in Italian</li> <li>use the <i>passato prossimo</i> past tense in formulaic expressions to describe a recent event, as in <i>Sabato sono andato/a al cinema con i miei amici. Prima ho preso il treno poi ho camminato.</i></li> <li>begin to use common reflexive verbs to describe leisure time activities, as in <i>Il venerdì mi alzo presto perché mi alleno in piscina.</i></li> <li>use negative constructions and adverbs, including adverbs of frequency, to qualify different parts of discourse</li> </ul>	<p>Select and use an extended range of linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use of <i>passato prossimo</i> and <i>imperfetto</i> to recount about a traditional Italian meal</li> <li>express opinions about regional food or lifestyle using structures, such as <i>secondo me, è diverso da ...</i></li> <li>select relative topic-specific vocabulary, such as <i>la dieta mediterranea, le sagre locali, le città d'arte, il mercatino</i>, when producing short informative texts about daily routines or food customs in Italian regions</li> <li>use comparative and superlative adjectives (regular), as in <i>Il Monte Bianco è la vetta più alta in Italia. Sono più famose le lasagne o gli gnocchi?</i></li> <li>use modal verbs to express ability, possibility and likelihood, including the basic impersonal form <i>si può</i></li> </ul>	<p>Select and use an extended range of linguistic features of Italian to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>adapt modelled complex sentence structures, such as subordinate clauses like <i>quando, siccome/dato che, anche se, mentre, la ragione per cui, etc.</i> to articulate nuanced reasons for future choices or ambitions in written texts like blog posts and goal-setting essays</li> <li>use varied verb moods and tenses, such as <i>il condizionale</i> to express uncertainty, wishes, and polite requests when composing formal letters or emails applying for study programs or jobs</li> <li>employ advanced discourse markers, including <i>di conseguenza, perciò, inoltre, d'altra parte</i>, to organise and link ideas clearly in persuasive texts, such as travel itineraries, application letters, or reflective journals</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Identify and discuss similarities and differences in how linguistic features are used in Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use relevant metalanguage to identify Italian parts of speech, such as <i>nome</i>, <i>verbo</i>, <i>aggettivo</i>, and compare these with other languages' equivalents, including English</li> <li>recognise how Italian verbs change endings for person and number in present tense, such as <i>io vado</i>, <i>tu vai</i>, and compare with English verb forms</li> <li>identify how Italian expresses possession using <i>di</i> as in <i>la casa di Marco</i>, and compare this structure with English possessive forms, such as 'Marco's house'</li> </ul>	<p>Identify and discuss similarities and differences in how linguistic features are used in Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>describe how Italian adjectives change to agree with the gender and number of nouns, as in <i>una serata divertente</i>, <i>tanti eventi interessanti</i>, and compare this with English adjectives</li> <li>explain the distinction between formal (<i>Lei</i>) and informal (<i>tu</i>) second-person pronouns and corresponding verb conjugations in Italian</li> <li>analyse how questions are formed differently in Italian and English comparing the Italian sentence structure as in <i>Hai invitato Marco?</i>, with the English structure, based on the inversion of the auxiliary verb, as in Did you invite Marco?</li> </ul>	<p>Reflect on and discuss similarities and differences in how linguistic features are used in Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analyse how Italian and English use different structures to express preferences, such as <i>Mi piace la pizza</i> vs I like pizza, focusing on the verb <i>piacere</i> and indirect object pronouns</li> <li>discuss how tense use in Italian, such as <i>passato prossimo</i> and <i>imperfetto</i> varies from English past tense forms</li> <li>investigate how Italian uses the impersonal form <i>si</i> + verb to generalise lifestyle habits, and compare this with English, as in <i>In Italia si cena tardi</i>/People eat late in Italy or Dinner is eaten late</li> </ul>	<p>Reflect on and evaluate the use of linguistic features in Italian texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>contrast how future time is expressed using <i>futuro semplice</i> in Italian, but <i>will/going to</i> in English</li> <li>evaluate how register and formality affect communication in professional contexts, such as <i>Le scrivo per candidarmi</i>, <i>Cordiali saluti</i> etc. comparing the use of formal conventions in letters or emails in both languages</li> <li>discuss how verbs of intention, such as <i>intendere</i> and <i>pensare di</i>, are constructed differently in Italian compared to English (or other languages)</li> </ul>

### Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare classroom routines in Australia and Italy, such as standing when the teacher enters, or how students address teachers, such as <i>professore/professoressa</i> vs Mr/Ms, and discuss how these practices reflect cultural values like formality and authority</li> <li>explore the concept of the extended family and how <i>nonni</i> often live nearby or in the same household, care for grandchildren, and pass on traditions, values, and regional dialects</li> </ul>	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explain how Italian teens express themselves socially in messages or posts, such as use of emojis, abbreviations like <i>TVB – ti voglio bene</i>, and compare this with English</li> <li>investigate common Italian festivals and events, such as <i>Onomastico</i>, <i>Carnevale</i>, <i>Ferragosto</i>, <i>Festa della Repubblica</i>, and how the language used during these times conveys values and identity</li> </ul>	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explore how Italian food varies across regions, such as <i>arancini</i> in Sicily, <i>polenta</i> in the north, <i>pizza napoletana</i> in Naples, and what this variety reveals about geography and history</li> <li>investigate how lifestyle, including daily routine and leisure activities, in Italy differs according to region and geographical features, such as coastal versus major cities or alpine regions</li> </ul>	<p>Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>reflect on how Italian and Australian cultural attitudes toward education and work shape individual goals and career decisions</li> <li>consider how travelling or living in Italy might challenge assumptions and influence identity, such as adapting to different cultural norms</li> </ul>