

Year 9 Syllabus

Year Level Description

Year 9 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture.

Students communicate in Italian, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Italian cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students understand the systems of the Italian language, using appropriate Italian pronunciation, stress and intonation in sentences, developing control of pronunciation of consonant and vowel combinations, double consonants, intonation, stress and accents when speaking and reading. They increase control of

context-related vocabulary and extend knowledge of grammatical elements such as beginning to use pronouns to refer to the person carrying out an action or to refer to somebody or something, including personal, direct object and reflexive pronouns and describing events across present and past, choosing appropriate tenses, including present, present perfect and imperfect tenses, when encountered in familiar expressions and scaffolded

language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.

Students increasingly monitor language choices when using Italian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Communicating

SOCIALISING

Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, Quando avevo sei anni..., adesso..., nel futuro...; Quando avevo dieci anni spesso giocavo a calcio. Ora preferisco nuotare. Nel futuro vorrei essere architetto; È complicato essere adolescente perché ...; Mi piace essere

Understanding

SYSTEMS OF LANGUAGE

Use appropriate Italian pronunciation, stress and intonation in sentences, developing control of pronunciation of consonant and vowel combinations, double consonants, intonation, stress and accents when speaking and reading aloud ([ACLITU089](#))

 Literacy

 Critical and creative thinking

Increase control of context-related

adolescente perché posso essere indipendente; Dovresti parlare con il tuo amico perché ...; Cosa faresti al posto mio?; Mi capita spesso discutere con ...

[\(ACLITC077\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers

[\(ACLITC078\)](#) [\(ACLITC079\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

vocabulary and extend grammatical knowledge, including:

- beginning to use pronouns to refer to the person carrying out an action or to refer to somebody or something, including personal pronouns (use, position and elusion), direct object pronouns and reflexive pronouns, for example, *La mia amica del cuore si chiama Stella. Parlo con lei ogni giorno e la vedo ogni sabato sera*
- recognising that adverbs and adverbial phrases of manner, place and time modify the meaning of verbs and adjectives, for example, *proprio, troppo, abbastanza, specialmente*
- describing events across present and past, choosing appropriate tenses, including present, present perfect and

 Ethical understanding

 Intercultural understanding


INFORMING

Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience
[\(ACLITC081\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation
[\(ACLITC082\)](#)

 Literacy

 Numeracy

 Information and Communication

imperfect tenses

- exposure to the conditional

mood in formulaic expressions

Further develop a metalanguage to discuss and explain grammatical forms and functions

[\(ACLITU090\)](#)

 Literacy

 Critical and creative thinking

Analyse how and why language is used differently in different contexts and relationships

[\(ACLITU091\)](#)

 Literacy


 Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Investigate how language varies according to context and speakers
[\(ACLITU092\)](#)

 Literacy


 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Explore changes to both Italian and

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Discuss how imaginative texts reflect Italian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience, for example, *Mi piace da matti/da morire ... !; È una vita che aspetto!; C'è un ritmo che crea un'atmosfera di tristezza; la voce del narratore calma il lettore* ([\(ACLITC083\)](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and present imaginative texts designed to engage different audience, that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films ([\(ACLITC084\)](#))


Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange ([\(ACLITU093\)](#))([\(ACLITU094\)](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation ([\(ACLITU095\)](#))


 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

[\(ACLITC085\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Monitor language choices when using Italian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation

to different cultural perspectives

[\(ACLITC087\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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

[\(ACLITC088\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students participate in, and sometimes initiate sustained spoken and written interactions in Italian with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share, justify some personal opinions with

examples, such as *Mi piace essere adolescente perché posso essere indipendente*. Students participate in shared activities, such as the planning and managing of activities, events or experiences, exchanging familiar resources and information. They analyse most ideas and information, and sometimes identify context, purpose and audience in texts related to aspects of their personal and social worlds. They convey some information and ideas and offer their views on texts, selecting some appropriate formats and styles of presentation. Students provide examples of how the structure, language and mood of imaginative texts reflect Italian cultural values or experiences and build action, develop character and position the reader/audience. They also create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and interpret texts, with some accuracy, providing examples of how to convey concepts that do not translate easily across different linguistic and cultural contexts. They select mostly relevant language, showing some consideration of their own and others' responses and reactions in intercultural communication. Students question some assumptions and values, and at times modify language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.

Students use mostly comprehensible Italian pronunciation, including consonant and vowel combinations, double consonants and accents, including in some unfamiliar words, and they often vary stress and intonation in sentences. They generate written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements and some less familiar elements, with a satisfactory level of accuracy. Students begin to use personal, direct object and reflective pronouns to refer to the person carrying out an action or to refer to somebody or something, such as *La mia amica del cuore si chiama Stella. Parlo con lei ogni giorno e la vedo ogni sabato sera*. They show understanding that adverbs and adverbial phrases of manner, place and time modify the meaning of verbs and adjectives,

describe events across present and past, such as *Quando avevo dieci anni spesso giocavo a calcio*. Students begin to use the conditional mood in formulaic expressions, such as *Nel futuro vorrei essere architetto*. They discuss and explain some grammatical forms and functions using metalanguage, and they describe how and why language is used differently in different contexts and relationships. Students investigate and describe how language varies according to context and speakers and they provide some examples of changes to both Italian and Australian English, identifying some reasons for these changes. They describe how language both reflects and shapes cultural distinctions, such as community, social class, gender and generation.

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