**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Interact to share interests, leisure activities, feelings, opinions and preferences [(VCITC039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC039) | Take action, make shared decisions and organise shared experiences [(VCITC040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC040) | Participate in simple transactions such as purchasing and ordering goods and services [(VCITC041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC041) | Interact in classroom activities and create shared class routines [(VCITC042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC042) | Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas [(VCITC043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC043) | Represent information appropriately for different audiences, using a variety of modes [(VCITC044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC044) | Share and compare opinions about ideas in imaginative texts [(VCITC045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC045) | Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events [(VCITC046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC046) | Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning [(VCITC047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC047) | Create simple bilingual texts and discuss what translates easily or not [(VCITC048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC048) | Compare everyday social experiences and related language use and consider own responses and reactions and those of others [(VCITC049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC049) | Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation[(VCITC050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC050) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Develop pronunciation and intonation of Italian-specific sounds [(VCITU051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU051) | Use grammatical knowledge, to interpret and create meaning in Italian [(VCITU052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU052) | Notice and use distinctive features of text organisation in Italian [(VCITU053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU053) | Recognise that language use varies according to the contexts of situation and culture [(VCITU054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU054) | Recognise the dynamic nature of language and culture [(VCITU055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU055) | Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society[(VCITU056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU056) | Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own [(VCITU057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU057) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard**  |
| By the end of Level 4* Students understand a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities.
* They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions.
* They ask and respond to simple questions, often by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea.
* They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, Com’è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.
* They use short sentences, often reorganising known language to fit personal responses, for example, Giochi domani?Sì/no/Forse.
* Students understand short written texts and are beginning to read independently, using visual cues, prediction and questioning to decipher meaning.
* They recall key ideas and events, recognise meanings, and respond meaningfully.
* Students create written texts of a few sentences using familiar language and structures.
* Students recognise that language is used differently in different situations and contexts.
* They understand the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures.
* They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences.
* They build understanding of Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree.
* They notice similarities and differences in the patterns of Italian language compared to English and other familiar languages.
* They create texts that show understanding of how ideas are connected and how images support the meaning of texts.
* They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts.
* They notice that there are cultural differences in ways of communicating and can describe similarities and differences between their own and other cultures.
 | By the end of Level 6* Students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. (1)
* They talk about aspects of their environment, express opinions, for example, È buonissimo ...è molto bravo, mi piace di più ...,penso di sì/no, secondo me..., accept or reject ideas, agree and disagree, for example, No, non sono d’accordo! Hai ragione/torto. (2)
* They ask simple questions, for example, Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu? (3)
* They understand the main points in spoken interactions consisting of familiar language in simple sentences. (4)
* They display some consistency in the use of pronunciation and intonation. (5)
* They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. (6)
* In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. (7)
* They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. (8)
* Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, La musica di ... è bella, ma mi piace di più ... (9)
* They write descriptions, letters, messages, summaries, invitations and narratives. (10)
* They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite. (11)
* Students have developed some metalanguage to talk about both linguistic and cultural features. (12)
* They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. (13)
* They demonstrate some understanding of variation in language use, adapting language forms according to audience and context. (14)
* They recognise and are comfortable with linguistic and cultural differences, understand the multilingual and multicultural character of Australian society, and have some awareness that dialects are spoken both in Italy and in Italian-speaking communities around the world. (15)
* Through questioning and discussion they build intercultural understanding, participating in reflective and comparative work in Italian and English. (16)
 | By the end of Level 8* Students use spoken and written Italian to interact in a range of personal and social contexts.
* They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni.
* They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language.
* They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed.
* They respond to and create simple informational and imaginative texts, for example, Io comincio la scuola alle otto e mezzo. Le materie che studio sono l’inglese, la matematica, le scienze e la storia.
* They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente.
* They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language.
* They give some justification for their interpretations of texts.
* They ask questions and seek clarification.
* Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, Non posso venire alla partita perché devo studiare.
* They use conjunctions, adjectives and adverbs to elaborate meanings, for example, La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.
* Students understand and use metalanguage to explain aspects of language and culture.
* They identify features of text types such as letters, emails, descriptions and narratives.
* They are aware that language is chosen to reflect contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian.
* They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture.
* They recognise that languages do not always translate directly.
* They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and consider how their responses may be shaped by their own language(s) and culture(s).
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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