**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** | Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences  [(VCITC058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC058) | | Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements  [(VCITC059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC059) | | Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating ‘value for money’  [(VCITC060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC060) | | Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken [(VCITC061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC061) | | Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken  [(VCITC061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC061) | | Convey ideas and opinions by creating spoken, written and multimodal texts  [(VCITC063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC063) | | Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience  [(VCITC064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC064) | | Create texts for particular audiences that depict experiences or topics of interest  [(VCITC065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC065) | | Translate texts, discussing different versions and why these might occur  [(VCITC066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC066) | | Create short bilingual texts such as captions, stories and commentaries  [(VCITC067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC067) | | Participate in intercultural experiences to discuss cultural practices, comparing own and others’ reactions and responses  [(VCITC068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC068) | | Reflect on own participation in intercultural exchange and consider how this shapes own identity over time  [(VCITC069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC069) | |
| **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 an understanding and use the sound system of Italian  [(VCITU070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU070) | | Use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs  [(VCITU071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU071) | | Apply understanding of distinctive features of text organisation  [(VCITU072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU072) | | Recognise how language use varies depending on the context of the situation and the context of culture  [(VCITU073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU073) | | Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication  [(VCITU074)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU074) | | Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages  [(VCITU075)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU075) | | Analyse the ways in which choices in everyday language use reflect cultural practices and values  [(VCITU076)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU076) | |
| **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 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| 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. * 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. * They ask simple questions, for example, Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu? * They understand the main points in spoken interactions consisting of familiar language in simple sentences. * They display some consistency in the use of pronunciation and intonation. * They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. * In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. * They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. * 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 ... * They write descriptions, letters, messages, summaries, invitations and narratives. * 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. * Students have developed some metalanguage to talk about both linguistic and cultural features. * 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. * They demonstrate some understanding of variation in language use, adapting language forms according to audience and context. * 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. * Through questioning and discussion they build intercultural understanding, participating in reflective and comparative work in Italian and English. | By the end of Level 8   * Students use spoken and written Italian to interact in a range of personal and social contexts. (1) * 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. (2) * They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. (3) * They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. (4) * 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. (5) * 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. (6) * 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. (7) * They give some justification for their interpretations of texts. (8) * They ask questions and seek clarification. (9) * 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. (10) * 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. (11) * Students understand and use metalanguage to explain aspects of language and culture. (12) * They identify features of text types such as letters, emails, descriptions and narratives. (13) * 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. (14) * 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. (15) * They recognise that languages do not always translate directly. (16) * 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). (17) | By the end of Level 10   * Students use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. * They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. * They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato. * They demonstrate grammatical control when using complex sentences. * They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. * They participate in classroom discussions, present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, Non c’ è dubbio che … Credo che questi articoli offrano solo un punto di vista. * They identify key ideas in different text types dealing with both concrete and abstract topics. * They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. * They compare and evaluate ideas across languages and cultures, for example, Secondo me … dal mio punto di vista … per quanto mi riguarda. I giovani italiani sono più interessati nella politica. * They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. * They present real or imaginary events and experiences in narratives, descriptions and recounts. * They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language. * Students reflect on their experience of learning Italian language and culture. * They exchange opinions and responses, noting how these may have changed over time. * They consider how writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. * They reflect on their own and others’ use of language, the language choices made, and the cultural assumptions or understandings which shape them. * They consider how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures. |

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| **Assessments** | | |  |  | | |
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