**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 with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play [(VCITC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC001) | | Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song  [(VCITC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC002) | | Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling  [(VCITC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC003) | | Participate in classroom routines, games, instructions and shared activities  [(VCITC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC004) | | Locate specific items of information in texts using early literacy skills  [(VCITC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC005) | | Give factual information about known people, everyday objects, family celebrations and personal experiences  [(VCITC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC006) | | Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression  [(VCITC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC007) | | Create stories and perform imaginary experiences  [(VCITC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC008) | | Share with others what they can express in Italian, and explain how meanings are similar or different  [(VCITC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC009) | | Create a personal or shared record of ‘interesting’ words in Italian  [(VCITC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC010) | | Begin noticing what is ‘new’ or ‘interesting’ in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use [(VCITC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC011) | | Identify and describe aspects of self in relation to others  [(VCITC012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC012) | |
| **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** | Reproduce the sounds of the Italian language  [(VCITU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU013) | | Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives  [(VCITU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU014) | | Understand that language is organised as texts  [(VCITU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU015) | | Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day  [(VCITU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU016) | | Recognise that Italian and English borrow words from each other  [(VCITU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU017) | | Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages  [VCITU018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU018" \o "View elaborations and additional details of VCITU018) | | Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures  [(VCITU019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU019) | |
| **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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| **Foundation to Level 2 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students use Italian to communicate with their teacher and peers through action-related talk and play. (1) * They demonstrate comprehension by responding both verbally and non-verbally. (2) * They imitate without always comprehending. (3) * They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* (4) * They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. (5) * They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and ‘c’ and ‘ch’ pronunciation with some accuracy. (6) * They differentiate between statements and questions according to intonation. They rely on extensive paralinguistic and contextual support such as pictures, gestures and props. (7) * They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.* (8) * Students recognise that Italian is the national language of Italy. (9) * They understand that the Italian alphabet has 21 letters. (10) * They are aware that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. (11) * They understand that there are different ways of addressing friends, family and teachers/other adults. (12) * They begin to notice patterns in Italian words and phrases and make comparisons between Italian and English. (13) * They are aware of word borrowings and recognise that Italian words and expressions are often used in various English-speaking contexts. (14) * They make observations about similarities and differences in the cultural practices of Italians and Australians. (15) * They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture. (16) | 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. |

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