

Year 8 Italian

Achievement

In the Australian Curriculum, all subjects are broken into two-year bands. The standards below are for Years 7 and 8.

By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions to create simple texts using known vocabulary and structures.

Students identify similarities between Italian and English and understand that they are related languages, which borrow from each other. They know that that literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types. They know that language reflects contexts of situation and culture, and identify 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 reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Communicating using language for communicative purposes in interpreting, creating and exchanging meaning.
- Understanding analysing language and culture as a resource for interpreting and creating meaning.

Delivery (mode, time requirements, lessons)

Students can access two scheduled lessons each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via our online learning platform. Students are encouraged to undertake independent study through our online learning platform.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p>Unit 1. What is community? In this unit, students explore community life in Italy and Australia. Students discuss personal connections with their community including significant people and places. Students read texts and identify cultural values in unique Italian communities and reflect on connections to different types of communities. They develop an understanding of visible and invisible aspects of cultures.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: Multimodal presentation in Italian about their own community Reflection in English on language and culture.
	Term 2	<p>Unit 2. What's in a time capsule? In this unit, students will discuss and describe items of personal significance. They read and create texts about personal journeys in the past. Students examine a virtual time capsule from Italy and create a time capsule for a person of their choice. They reflect on the significance of personal objects.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: writing, reflecting, analysing, comprehending.
Semester 2	Term 3	<p>Unit 3. Days of our Lives In this unit, students talk about their daily routines and examine texts about daily life for teenagers in Italy. They reflect on cultural influences on daily routines and learn to use a variety of reflexive verbs to describe daily activities.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: speaking, reading, analysing Italian.
	Term 4	<p>Unit 4. Un Viaggio in Italia – A Trip to Italy In this unit students examine popular Italian tourist destinations, discuss travel experiences and look at cultural elements associated with travel, both in Italy and Australia. Students talk about likes and dislikes regarding travel and examine videos about travel in Italy.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: writing, reflecting, understanding Italian language.

Disclaimer All of the above information is accurate at the time of development.