

## Year 9 Italian

### Recommendation

Year 9 Italian is designed as a continuer course and a Sound Achievement (C) or above in Year 8 Italian is strongly recommended. In the event that a student has Italian language ability but has not previously undertaken formal study, an interview with the Italian teacher or a diagnostic test is required to determine a student's ability to engage with the subject at the same level as their same-aged peers.

### Achievement

Under the Australian Curriculum, all subjects are broken into two-year bands. The standards below are for years 9 and 10.

By the end of Year 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts, and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time and qualify statements. They use simple subject–verb–object constructions, extending or qualifying their message by adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.

Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They explain how Italian language use varies according to context, purpose and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian.

They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own experiences shape their identity.

### 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 in target language** in a variety of contexts.
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts.

### 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 the Cairns SDE online learning platform. Students are encouraged to undertake independent study through the Cairns SDE 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><b>Unit 1: Home Sweet Home – Casa Dolce Casa</b> This unit focuses on the concept of 'home'. Students describe geographic position, different types of dwellings, furniture, talk about activities that take place in the home and discuss sustainable materials. Students give opinions about the benefits and drawbacks of different types of housing and talk about lifestyles with a focus on Italy and Australia.</p>
		<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: Writing, Speaking and Reflecting.</li> </ul>
	Term 2	<p><b>Unit 2: Friends and Free Time – Amici e tempo libero</b> This unit examines how students spend time with their friends and leisure and holiday activities in Italy and Australia. Students consolidate their knowledge of the language used when making plans with friends, accepting, and declining invitations. They draw comparisons between Italy and Australia regarding teenage lifestyle and leisure.</p>
		<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: reading, listening, translating.</li> </ul>
Semester 2	Term 3	<p><b>Unit 3: Eating Italian Style - Mangiare all'italiana</b> This unit examines the food culture of Italy. Students examine regional cuisines and food festivals in different parts of Italy and they come to appreciate the importance of food in the Italian culture. Students cook an Italian dish and report on the experience and they examine recipes and other food related texts.</p>
		<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: writing, analysing and reflecting.</li> </ul>
	Term 4	<p><b>Unit 4: Exploring Creativity - Creatività</b> Students explore different examples of creativity, creative hobbies and careers, along with interesting cultural initiatives in Italy. They examine the lives of famous Italians in the Arts and explore their own interests and passions. Students examine a variety of advertisements and posters and recommend products and events.</p>
		<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Modes assessed: listening, reading and analysing.</li> </ul>

**Disclaimer** All of the above information is accurate at the time of publication.