

Year 7 Italian

Achievement

The aim of this course is for students to be able to communicate in Italian across the four macroskills: listening, reading, writing and speaking. Throughout this course students will continue to develop their knowledge and understanding of Italian sociocultural references. Under 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 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 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>Unit 1: Meeting New People In this unit, students explore ways young people in Australia and Italy interact and convey aspects of their personal identity when meeting new people. Students will exchange greetings and share information about themselves with their peers. Identify information in texts about the personal identity of Italian teenagers. Create texts about personal identity and reflect on how language varies in interactions according to relationships between participants.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> Modes assessed writing, reading, and analysing.
	Term 2	<p>Unit 2: What is Character? In this unit, students explore the concept of character through self-reflection and the analysis of character traits. Students will discuss people and characters, describing admirable personal qualities, create their own comic by developing existing characters, use similes and superlatives to describe the personal qualities of characters and understand and apply textual features to transform an interview into a comic.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> Modes assessed reading, writing and analysing.
Semester 2	Term 3	<p>Unit 3: What is School Life? In this unit, students use language to explore the concept of school life in Italy and make connections with their own school experience. Students will: explore school life in Italy from a range of texts provided in a student welcome pack, translate school language from Italian to English, using context to choose the most appropriate meaning, conjugate verbs in the <i>-ere</i> and <i>-ire</i> groups and understand how language varies according to the situation.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> Modes assessed: speaking, listening and reflecting.
	Term 4	<p>Unit 4: What's for Dinner? In this unit, students explore eating practices in Italy and the cultural significance of food. Students will: discuss dishes of personal significance and prepare a dish by giving and responding to instructions, engage with texts relating to eating experiences in Italian-speaking cultures, translate a recipe into Italian considering ways of translating culturally-specific terms and reflect on the relationship between language relating to food and personal or cultural values.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> Modes assessed speaking, listening and reflecting.

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