



Year 7 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, 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: Making New Friends In this unit, students explore ways young people in Australia and Italy interact and convey personal information when meeting new people. Students will exchange greetings and share information about themselves with their peers. They will identify information in texts about Italian teenagers. Students will create a virtual pinboard and reflect on ways in which language varies according to context and relationships.</p>
		<p>Summative Assessment: Collection of work: Writing, Speaking and Reading</p>
	Term 2	<p>Unit 2: My heroes Students will explore positive character traits in this unit. They discuss people and characters, describing admirable personal qualities. Students will create their own comic and use similes and superlatives to describe the personal qualities of their superhero. They will apply appropriate textual features in their comic.</p>
		<p>Summative Assessment: Collection of work: Reading, Writing and Speaking</p>
Semester 2	Term 3	<p>Unit 3: School Life In this unit, students explore the concept of school life in Italy and make connections with their own school experience. They will: explore school life in Italy from a range of texts, translate school language from Italian to English, using context to choose the most appropriate meaning. Students will explore ways in which language varies according to situation and context.</p>
		<p>Summative Assessment: Collection of work: Listening, Reading and Reflecting</p>
	Term 4	<p>Unit 4: What's for Dinner? Students will explore the cultural significance of food in Italy, along with the importance of regional cuisine. They will discuss dishes of personal significance and assemble a simple by giving and responding to instructions. Students will examine texts relating to eating experiences in Italian-speaking cultures. They will consider the difficulty in translating culturally specific terms. Students reflect on the relationship between language relating to food and personal or cultural values.</p>
		<p>Summative Assessment: Collection of work: Writing, Speaking and Listening</p>

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