

# The Australian Curriculum

<b>Subjects</b>	Italian
<b>Year levels</b>	Foundation Year

# Foundation to Year 2 Content Descriptions

## Communicating

### Socialising

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 [Key concepts: self, family, friendship; Key processes: participating, playing, observing]

(ACLITC001 - Scootle [↗](#))



#### Elaborations

using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, *Ciao! Buongiorno! Arrivederci! Tanti auguri! Buona Pasqua. Buon Natale*

introducing themselves, for example, *Come ti chiami? Mi chiamo ..., e tu? Quanti anni hai? Ho sette anni, e tu? Come stai?*

naming family members and friends, for example, *mio fratello Carlo; il papà Tom*

understanding single words and simple phrases, and indicating comprehension through actions such as pointing to an object, selecting a picture card or flashcard to demonstrate the phrase heard, and matching games in digital form, for example, personal objects: *la cartella, la bambola, la palla*; school objects: *il quaderno, la matita, i colori, il banco*; toys and games: *il treno, la bicicletta*

indicating possession (as set phrases), for example, *la mia penna, il mio cane, il mio papà, la mia mamma*

answering simple questions with short spoken and written responses and using flashcards, word lists, posters, photos and multimedia slides, for example, *Quanti anni hai? Hai un animale?*

talking about and describing people and belongings, using familiar formulaic expressions, for example, *Questo/a è. Ecco il mio pallone*

talking about simple actions in the present tense, for example, *Gioco a football, Mangio la pizza*

using formulaic phrases, for example, *Grazie! Prego. Scusa. Per favore. Bene. Molto bene. Perché? Buon appetito!*

expressing satisfaction/dissatisfaction, for example, *Sì; no; mi piace; non mi piace*

copying words and reading them aloud, matching pictures and words, or choosing from sentences

provided to express ideas, for example, *È Marco. È grande. È bravo*

imitating Italian speech, using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures and body language

Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song

[Key concept: exchange; Key processes: sharing, deciding together]

(ACLITC002 - Scootle [↗](#))



#### Elaborations

contributing to collective activities such as creating a class vegetable garden or photo display of a recent excursion or visit, by labelling and illustrating

contributing to guided, shared decisions, such as about a classroom display or a class party, for example, *mi piace il rosso; io porto i biscotti*

playing games, for example, counting games, sorting and order games, number games, *tombola*

making simple choices, based on given options, for example, *Vuoi leggere questo? Giochi dentro o fuori?*

Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling

[Key concept: exchange; Key processes: exchanging, describing]

(ACLITC003 - Scootle [↗](#))



#### Elaborations

participating in a guided role-play in a shop or at the market, for example, *una banana per favore... ecco ...; un gelato per favore; Ecco il gelato*

selecting between given options relating to foods, toys or classroom items, for example, *Posso avere ...? Vuoi ...? Cosa vuoi? Voglio una pesca. E tu, cosa prendi?*

Participate in classroom routines, games, instructions and shared activities

[Key concepts: routine, play, sharing, reward; Key process: expressing preferences]

(ACLITC004 - Scootle [↗](#))



#### Elaborations

responding to classroom instructions, for example, *In piedi!, Seduti! In cerchio! Insieme. Qui. Attenzione! Non parlare, silenzio; alza la mano*

using Italian for everyday classroom routines, for example, morning greetings or roll call, *Ciao! Presente/assente*; birthday song, *Tanti auguri*

using simple gestures to add emphasis to expressions such as *sì, no, bene!, così così*

participating in class activities and following instructions, for example, *Siediti/Sedetevi, per favore. Apri il quaderno. Chiudi la porta, Tira la palla*

## Informing

Locate specific items of information in texts using early literacy skills

[Key concepts: [text](#), observation, number, meaning; Key processes: noticing, decoding, selecting]

([ACLITC005 - Scootle](#))



### Elaborations

participating in shared reading with the teacher, using contextual and visual clues such as illustrations in resources such as big books or digital books to decipher meaning

demonstrating understanding by using early literacy skills such as labelling, naming, pointing, matching, clicking and dragging, describing, drawing, tracing and miming

identifying words in written Italian

responding to questions eliciting specific details about participants, objects (size, colour) or events, for example, *C'è il gatto? Sì/no. C'è il treno? Sì/no. È verde? Sì/no. Il treno è rosso? Sì/no. La pasta è buona? Sì/no*

Give factual information about known people, everyday objects, family celebrations and personal experiences

[Key concepts: self, ownership/possession, celebration; Key process: conveying information]

([ACLITC006 - Scootle](#))



### Elaborations

giving descriptive information using simple structures, for example, *È la mia mamma. La mia mamma è alta. È il cane. L'uccello ha il becco*

identifying the main idea or describing an event based on images, for example, naming what they see (*la festa, la scuola, lo zoo, la spiaggia, l'estate, il picnic*)

participating in 'show and tell', for example, *Questa è la mia bambola. Si chiama Teresa*

sequencing pictures to describe events, guided by the teacher

describing aspects of their immediate world by drawing and writing captions, such as:

- people, for example, *Ecco la mamma/mio fratello; È la mamma, Mario è il mio amico*
- objects, for example, *Ho dieci matite. Ho la bambola, Si chiama Belinda*
- family celebrations, for example, *Oggi è il compleanno della nonna. Tanti auguri, nonna!*
- places, for example, *La casa di Tina è grande*

## Creating

Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression

[Key concepts: story, imagination, response, character; Key processes: participating, responding, predicting, performing; Key text type: narrative/story]

([ACLITC007 - Scootle](#) )



### Elaborations

participating in shared reading of books and digital texts, and deciphering the meaning of a story using illustrations, sounds and animation

making predictions about characters and plot from the cover and illustrations, and at various points in the text before reading on

illustrating a shared class big book, for example, *È un uccello. È verde. L'uccello vola. La farfalla è gialla. La rana è verde. La zebra è bianca e nera*


sharing feelings about a book/video clip by participating in simple 'reviews', writing their names under one of the following statements: *Mi piace; Mi piace molto; Non mi piace*

taking on the persona of a character through play

reciting and performing chants, rhymes and songs, adding music and actions to support meaning of their own performances, for example, the *farfallina* counting rhyme: *Farfallina bella bianca, vola vola e mai si stanca, vola vola sempre in su, farfallina non c'è più; resti fuori proprio tu*

Create stories and perform imaginary experiences

[Key concepts: performance, expression; Key processes: miming, performing]

([ACLITC008 - Scootle](#) )



### Elaborations

drawing illustrations and using captions, for example, making a big book or photo story, as guided by the teacher

performing an imagined event to entertain others

matching or sequencing pictures to create a story

### Translating

Share with others what they can express in Italian, and explain how meanings are similar or different  
[Key concepts: code, [translation](#); Key processes: comparing, explaining]

(ACLITC009 - Scootle [↗](#))



#### Elaborations

identifying when Italian or English is being used in the classroom

comparing Italian and English songs and rhymes, noticing similarities and differences, for example, in numbers, in some words for family, animals and toys

explaining to others the meanings of particular words and when they are used, for example, *ciao*

demonstrating and explaining specific gestures used in Italian

Create a personal or shared record of 'interesting' words in Italian

[Key concepts: similarity, difference; Key process: comparing]

(ACLITC010 - Scootle [↗](#))



#### Elaborations

collecting Italian and English words that are the same (for example, *banana* or similar, for example, *pigiama*)

collecting Italian words used in English, for example, *ciao*, *opera*, *pasta*, *spaghetti*

creating a picture dictionary

### Reflecting

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

[Key concepts: self, other, respect; Key processes: noticing, identifying]

(ACLITC011 - Scootle [↗](#))



### Elaborations

viewing images of home, school and neighbourhood in Italy and Australia, and choosing from word lists to express reactions

noticing, recalling and responding to teacher prompts, such as *Cosa vedi? Cosa pensi di ...?*

noticing similarities and differences in language use in Italian and English

expressing reactions to using Italian, for example, 'I like it when ...' or 'That word sounds like ...'

Identify and describe aspects of self in relation to others

[Key concepts: family, self, [identity](#); Key processes: connecting, relating, observing]

([ACLITC012 - Scootle](#) )



### Elaborations

recognising themselves as belonging to groups (for example, my friends, my Italian class, my school, my family, my community), and noticing the different languages that are spoken by friends in their class, for example, *Sono australiano. Parlo inglese e cinese*

## Understanding

### Systems of language

Reproduce the sounds of the Italian [language](#) ([ACLITU013 - Scootle](#) )



### Elaborations

learning to reproduce Italian sounds and intonation patterns through imitation, repetition and experimentation

pronouncing the Italian alphabet, particularly vowel sounds, rolled 'r', the 'c' as in *ciao* and the 'ch' as in *chi?*, noticing similarities and differences with English

noticing that words which have accents stress the final letter, for example, *papà, città*

Notice and use some aspects of the Italian [language](#) system, including gender forms, simple sentence structures and the placement of adjectives ([ACLITU014 - Scootle](#) )



## Elaborations

noticing definite and indefinite articles with nouns, for example, *la casa, una casa; il giardino, un giardino*

noticing that Italian words end mostly with vowels to mark gender and number; observing that some words which do not end with a vowel are the same in English, for example, *computer, robot, yogurt, sport*

noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, *la penna rossa*

observing gender in patterns of naming, for example, *Paolo/Paola, Alessandro/Alessandra*

exploring how to use singular and plural forms

understanding different words for asking questions, for example, *Chi? Quando? Quanti?*

identifying people using pronouns, for example, *io, tu, lui, lei*

noticing that the verbs *essere* and *avere* are used when giving personal information about state or identity, for example, *Ho due fratelli, sono basso, Ho 6 anni, Ho gli occhi verdi, sono alto*

learning simple verbs to describe actions and using them in formulaic expressions, for example, *Mi piace cantare/giocare; Ti piace questo giocattolo?*

understanding and responding to imperatives, for example, *Vieni qui!*

learning the structure of simple statements and questions based on models, for example, *Io sono Anna. Non sto bene. È un gatto? Sicomptue è un gatto*

expressing negation, for example, *Non mi piace, Non ho un cane.*

Understand that **language** is organised as texts ([ACLITU015 - Scootle](#) )




## Elaborations

joining words or phrases using conjunctions, for example, *e*

recognising features of text types such as stories and letters

### Language variation and change



Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day ([ACLITU016 - Scootle](#) )



#### Elaborations

learning to choose which form of address or greeting to use, according to gender and the relationship between participants, for example, using first names with peers (*Ciao Isabella*) but greeting the teacher with *Buongiorno signora*; using *Caro/Cara* in greeting cards

understanding that greetings vary according to the time of day or the occasion, for example, *Buongiorno, Buonasera, Buon compleanno*

Recognise that Italian and English borrow words from each other ([ACLITU017 - Scootle](#) )



#### Elaborations

noticing words in Italian that are the same as in English, for example, *computer, sport*

noticing Italian words and phrases used in everyday life in Australia, for example, in the world of food (*gelato, spaghetti*), music (*opera, forte, piano*) and the arts (*fresco*)

observing that some of the Italian words which do not end with a vowel are also used in English, for example, *robot, yogurt*

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

([ACLITU018 - Scootle](#) )




#### Elaborations

understanding that Italian is the national language of Italy and is spoken in Italian-speaking communities around the world

experiencing the sounds, texts and images of different languages and cultures to develop an understanding of different languages used in the Australian community

noticing the different languages used by peers in their class and in their local community

### Role of language and culture

Notice and reflect (mainly in English) on different cultural practices and the specific ways of using [language](#) in different cultures ([ACLITU019 - Scootle](#) )



### Elaborations

observing through visual and audio-visual resources such as video clips and photos that members of Italian-speaking communities may do everyday things differently to themselves, for example, shaking hands, kissing on cheek, starting a meal with *Buon appetito*

responding to guiding questions through which they reflect on experiences, such as greeting and socialising with others, or discussing aspects of school routines or family life, for example, What do you think about this? How would it feel if you were there/doing that? How do you feel about ...? Is it the same or different in Italy and Australia?

understanding that culture influences representations of sounds such as those made by animals, for example, *bau bau* (dog), *pio pio* (chicken), *gru gru* (pig)