

Victorian Curriculum F–10 Version 2.0: Italian Primary

The Victorian Association of Teachers of
Italian

Friday 1st May 2026



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement

The Victorian Curriculum and Assessment Authority proudly acknowledges and pays respect to Victoria's Aboriginal and Torres Strait Islander communities and their rich and enduring cultures.

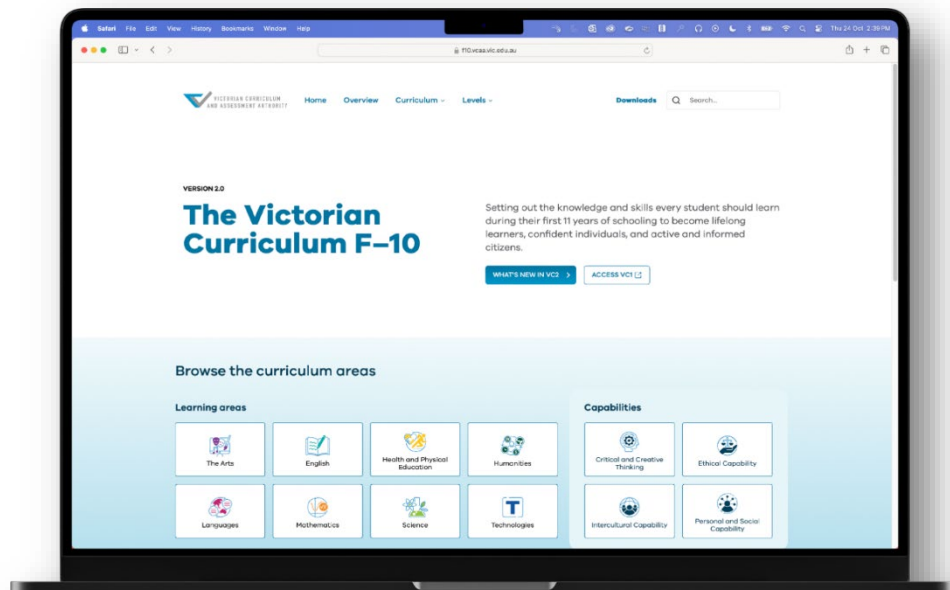
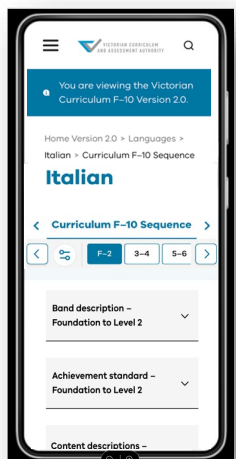
We acknowledge Aboriginal and Torres Strait Islander people as Australia's first peoples and as the Traditional Owners and custodians of the lands and waters on which we rely. We pay respect to Elders past and present of the lands where we conduct our work and recognise their ongoing contributions as the first educators on the land now known as Victoria.

Overview

- Victorian Curriculum F–10
- F–10 website and Resource Hub
- Curriculum planning resources



Victorian Curriculum F–10 Version 2.0 website



New teaching and planning resources are now available for Italian. Find them on the Resources page or search the new Resource Hub.

Website updates – 2026

Available now

Resource Hub

- Curriculum planning resources
- Curriculum-aligned teaching and learning resources

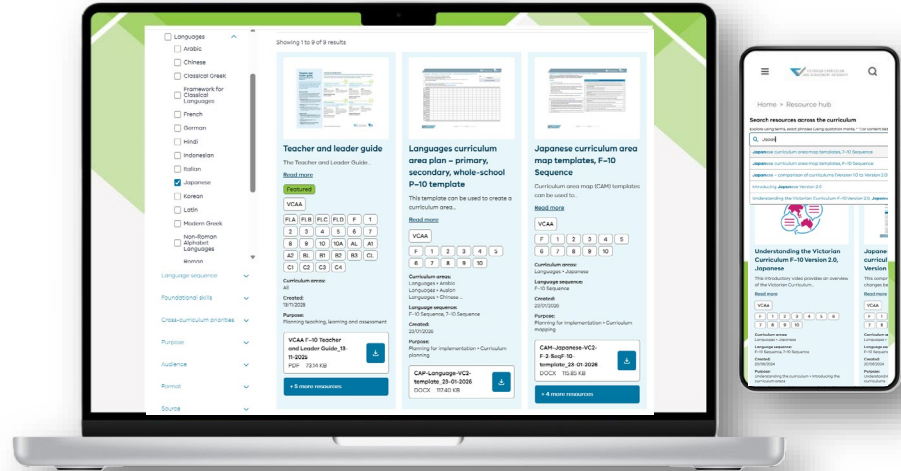
Curriculum download functionality

- Customisable curriculum download options
- Multiple download formats (.csv, .docx, .PDF)

Coming soon

Curriculum connections

- Achievement standards to content descriptions
- Elaborations to Cross-curriculum priorities



Curriculum resources

Teacher and leader guide

Victorian Curriculum F-10 Version 2.0

This guide has been developed to support Victorian teachers and leaders to familiarise themselves with the Victorian Curriculum F-10 Version 2.0 and plan for implementation using a whole-school curriculum approach.

- Before you begin**
- Go to the [Victorian Curriculum F-10 website](#) and familiarise yourself with the website and learn the structure of the curriculum area. This will help your understanding of the curriculum purpose and structure.
 - Rationale and Aims explains why the curriculum area is a valuable and important area of learning and describes the most learning that students will concentrate on as a result of being taught this curriculum area.
 - Structure outlines how the curriculum is organised and sequenced.
 - Learning to progress content information about any additional core components for the curriculum area. It may also include other key considerations to support teachers and leaders.

- Getting started**
- Determine the curriculum areas to focus on, based on your site, and navigate to the relevant section of the website. Use the different resources mentioned in this guide.
 - Engage yourself.

Italian F-10 Sequence curriculum area plan – primary school

- Use this template to create a curriculum area plan for Italian that considers:
- the development and expansion of relevant learning and learning goals across the years
 - the focus and time allocation for coverage of the curriculum content
 - curriculum coverage across the school year, to support learning progression based on the curriculum area and other related competencies.
- Notes:**
- Use your completed curriculum area plan to help possible the curriculum area plan with planned learning and teaching activities.
 - Check any year levels that are not relevant to your school context.
 - Use your completed curriculum area plan to help possible to update your teaching and learning plans.

Year level	1	2	3	4	5	6	7	8	9	10	11	12
Year level 1	1.1 Learning Italian: Meet & Greet	1.2 Learning Italian: Meet & Greet	1.3 Learning Italian: Meet & Greet	1.4 Learning Italian: Meet & Greet	1.5 Learning Italian: Meet & Greet	1.6 Learning Italian: Meet & Greet	1.7 Learning Italian: Meet & Greet	1.8 Learning Italian: Meet & Greet	1.9 Learning Italian: Meet & Greet	1.10 Learning Italian: Meet & Greet	1.11 Learning Italian: Meet & Greet	1.12 Learning Italian: Meet & Greet
Year level 2	2.1 Learning Italian: Meet & Greet	2.2 Learning Italian: Meet & Greet	2.3 Learning Italian: Meet & Greet	2.4 Learning Italian: Meet & Greet	2.5 Learning Italian: Meet & Greet	2.6 Learning Italian: Meet & Greet	2.7 Learning Italian: Meet & Greet	2.8 Learning Italian: Meet & Greet	2.9 Learning Italian: Meet & Greet	2.10 Learning Italian: Meet & Greet	2.11 Learning Italian: Meet & Greet	2.12 Learning Italian: Meet & Greet
Year level 3	3.1 Learning Italian: Meet & Greet	3.2 Learning Italian: Meet & Greet	3.3 Learning Italian: Meet & Greet	3.4 Learning Italian: Meet & Greet	3.5 Learning Italian: Meet & Greet	3.6 Learning Italian: Meet & Greet	3.7 Learning Italian: Meet & Greet	3.8 Learning Italian: Meet & Greet	3.9 Learning Italian: Meet & Greet	3.10 Learning Italian: Meet & Greet	3.11 Learning Italian: Meet & Greet	3.12 Learning Italian: Meet & Greet
Year level 4	4.1 Learning Italian: Meet & Greet	4.2 Learning Italian: Meet & Greet	4.3 Learning Italian: Meet & Greet	4.4 Learning Italian: Meet & Greet	4.5 Learning Italian: Meet & Greet	4.6 Learning Italian: Meet & Greet	4.7 Learning Italian: Meet & Greet	4.8 Learning Italian: Meet & Greet	4.9 Learning Italian: Meet & Greet	4.10 Learning Italian: Meet & Greet	4.11 Learning Italian: Meet & Greet	4.12 Learning Italian: Meet & Greet
Year level 5	5.1 Learning Italian: Meet & Greet	5.2 Learning Italian: Meet & Greet	5.3 Learning Italian: Meet & Greet	5.4 Learning Italian: Meet & Greet	5.5 Learning Italian: Meet & Greet	5.6 Learning Italian: Meet & Greet	5.7 Learning Italian: Meet & Greet	5.8 Learning Italian: Meet & Greet	5.9 Learning Italian: Meet & Greet	5.10 Learning Italian: Meet & Greet	5.11 Learning Italian: Meet & Greet	5.12 Learning Italian: Meet & Greet
Year level 6	6.1 Learning Italian: Meet & Greet	6.2 Learning Italian: Meet & Greet	6.3 Learning Italian: Meet & Greet	6.4 Learning Italian: Meet & Greet	6.5 Learning Italian: Meet & Greet	6.6 Learning Italian: Meet & Greet	6.7 Learning Italian: Meet & Greet	6.8 Learning Italian: Meet & Greet	6.9 Learning Italian: Meet & Greet	6.10 Learning Italian: Meet & Greet	6.11 Learning Italian: Meet & Greet	6.12 Learning Italian: Meet & Greet
Year level 7	7.1 Learning Italian: Meet & Greet	7.2 Learning Italian: Meet & Greet	7.3 Learning Italian: Meet & Greet	7.4 Learning Italian: Meet & Greet	7.5 Learning Italian: Meet & Greet	7.6 Learning Italian: Meet & Greet	7.7 Learning Italian: Meet & Greet	7.8 Learning Italian: Meet & Greet	7.9 Learning Italian: Meet & Greet	7.10 Learning Italian: Meet & Greet	7.11 Learning Italian: Meet & Greet	7.12 Learning Italian: Meet & Greet
Year level 8	8.1 Learning Italian: Meet & Greet	8.2 Learning Italian: Meet & Greet	8.3 Learning Italian: Meet & Greet	8.4 Learning Italian: Meet & Greet	8.5 Learning Italian: Meet & Greet	8.6 Learning Italian: Meet & Greet	8.7 Learning Italian: Meet & Greet	8.8 Learning Italian: Meet & Greet	8.9 Learning Italian: Meet & Greet	8.10 Learning Italian: Meet & Greet	8.11 Learning Italian: Meet & Greet	8.12 Learning Italian: Meet & Greet
Year level 9	9.1 Learning Italian: Meet & Greet	9.2 Learning Italian: Meet & Greet	9.3 Learning Italian: Meet & Greet	9.4 Learning Italian: Meet & Greet	9.5 Learning Italian: Meet & Greet	9.6 Learning Italian: Meet & Greet	9.7 Learning Italian: Meet & Greet	9.8 Learning Italian: Meet & Greet	9.9 Learning Italian: Meet & Greet	9.10 Learning Italian: Meet & Greet	9.11 Learning Italian: Meet & Greet	9.12 Learning Italian: Meet & Greet
Year level 10	10.1 Learning Italian: Meet & Greet	10.2 Learning Italian: Meet & Greet	10.3 Learning Italian: Meet & Greet	10.4 Learning Italian: Meet & Greet	10.5 Learning Italian: Meet & Greet	10.6 Learning Italian: Meet & Greet	10.7 Learning Italian: Meet & Greet	10.8 Learning Italian: Meet & Greet	10.9 Learning Italian: Meet & Greet	10.10 Learning Italian: Meet & Greet	10.11 Learning Italian: Meet & Greet	10.12 Learning Italian: Meet & Greet
Year level 11	11.1 Learning Italian: Meet & Greet	11.2 Learning Italian: Meet & Greet	11.3 Learning Italian: Meet & Greet	11.4 Learning Italian: Meet & Greet	11.5 Learning Italian: Meet & Greet	11.6 Learning Italian: Meet & Greet	11.7 Learning Italian: Meet & Greet	11.8 Learning Italian: Meet & Greet	11.9 Learning Italian: Meet & Greet	11.10 Learning Italian: Meet & Greet	11.11 Learning Italian: Meet & Greet	11.12 Learning Italian: Meet & Greet
Year level 12	12.1 Learning Italian: Meet & Greet	12.2 Learning Italian: Meet & Greet	12.3 Learning Italian: Meet & Greet	12.4 Learning Italian: Meet & Greet	12.5 Learning Italian: Meet & Greet	12.6 Learning Italian: Meet & Greet	12.7 Learning Italian: Meet & Greet	12.8 Learning Italian: Meet & Greet	12.9 Learning Italian: Meet & Greet	12.10 Learning Italian: Meet & Greet	12.11 Learning Italian: Meet & Greet	12.12 Learning Italian: Meet & Greet

1. Know and understand

Teachers and leaders who want to better know and understand the curriculum to update their understanding and then consider any structural changes.

Introducing (focus curriculum)
This introducing resource outlines the content of the activities for the focus curriculum and explains key changes, including any structural changes.

Teacher: What do I need to know and understand about my focus Version 2.0 curriculum?
Leader: How do I best teach to help know and understand my focus Version 2.0 curriculum?

Suggested thinking routine: See, Think, No, No

Scope and sequence: The achievement standards and content descriptions in this curriculum area are presented in scope and sequence that clearly show the learning progression.

Teacher: What do I need to know and understand about how the focus Version 2.0 curriculum is scoped and sequenced?
Leader: How do I best teach to help know and understand how the focus Version 2.0 curriculum is scoped and sequenced?

Suggested thinking routine: Compare, Explain, Challenge



The revised Victorian Curriculum F-10 has given Victorian students the best opportunity to thrive in an increasingly global and multicultural world, where the ability to communicate meaningfully across languages and cultural contexts is highly valued.

Italian Version 2.0 is more engaging, with improved clarity and outcomes, making it easier for teachers to plan, assess and report on student learning. It also continues to support students' readiness for Italian.

The review of the Italian curriculum has drawn on the expertise of and feedback from Victorian teachers, as well as external input from academic and educational experts.

A simplified and more manageable structure

- The 2.0 curriculum has improved progression and the removal of unrequired content.
- The number of languages and cultures have been reduced and retained Communicating Meaning in Italian and the sub-strands that have been reduced to 3 to remove overlap and duplication, and to allow more time for the communicative aspects of language teaching and learning.
- Learning to progress, Understanding Meaning and Learning to Communicate have been removed and replaced as new Teaching, Reflecting and Creating have been added and progressed as part of the curriculum.

Foundation to Level 2

- The structure of foundation to Level 2 has been improved, with the inclusion of a final, structured strand called Engaging with Italian Language and Culture, to provide an entry point for language learners. The revised scope and sequence for Foundation to Level 2 is included to help teachers to distribute student entry to the Foundation to Level 2 year.
- The revised content in Foundation to Level 2 year, the Victorian State Years Learning and Development Framework (VELDF), is structured to distribute developmental progression of the early years but also strengthens the alignment with the revised content in the Foundation to Level 2 year.
- Revised content in the Foundation to Level 2 year provides a learning trajectory and is structured to recognise the importance of identity formation in a child's learning and development. This also includes the importance of identity formation in a child's learning and development, supporting students to engage with their own and others' cultures and identities.

Clear achievement standards and content descriptions

- All levels, the achievement standards and the content descriptions have been revised to ensure greater alignment and coherence. They now offer a clearer progression of skills and to ensure a greater alignment and coherence. They now offer a clearer progression of skills and to ensure a greater alignment and coherence. They now offer a clearer progression of skills and to ensure a greater alignment and coherence.

Know and understand:
Delivered with the published curriculum

Plan and implement:
Delivered after familiarisation to support planning for implementation

Embed and extend:
Bespoke resources to respond to precise needs AND repurposed/refreshed Version 1.0 resources

Teacher and leader guide

The teacher and leader guide has been developed to support Victorian teachers and leaders to familiarise themselves with the Victorian Curriculum F–10 Version 2.0 and plan for implementation using a whole-school curriculum approach using VCAA developed resources.

Teacher and leader guide

Victorian Curriculum F–10 Version 2.0

This guide has been developed to support Victorian teachers and leaders to familiarise themselves with the Victorian Curriculum F–10 Version 2.0 and plan for implementation using a whole-school curriculum approach.

Before you begin

Go to the [Victorian Curriculum F–10 Version 2.0 website](#) and familiarise yourself with the *Rationale and Aims*, *Structure*, and *Learning* in sections of the curriculum areas. This will build your understanding of the curriculum purpose and intentions.

- › **Rationale and Aims** explains why the curriculum area is a valuable and important area of learning and describes the major learning that students will demonstrate as a result of being taught this curriculum area.
- › **Structure** outlines how the curriculum is organised and sequenced.
- › **Learning In** provides relevant information about and/or describes core concepts for the curriculum area. It may also include other key considerations to support teachers and leaders.

Getting started

1. **Determine the curriculum area(s) to focus on**, based on your role, and navigate to the relevant section of the website. Locate the different resources mentioned in this guide.
2. **Watch the introductory video** of the focus curriculum area.
3. **Engage with the prompts and use the thinking routines** to contextualise your thinking.

1. Know and understand

Teachers and leaders who want to better know and understand the Victorian Curriculum F–10 Version 2.0 engage with the curriculum to update their understanding and then consider implications for their setting.

Introducing (focus curriculum)

The *Introducing* resource outlines the context of the revisions for the focus curriculum and explains key changes, including any structural changes.

Teacher

What do I need to know and understand about the focus Version 2.0 curriculum?

Suggested thinking routine

[See, Think, Me, We](#)

Leader

How do I lead teachers to better know and understand the focus Version 2.0 curriculum?

Scope and sequence

The achievement standards and content descriptions in each curriculum area are presented in **scope and sequence** charts that clearly show the learning progression.

Teacher

What do I need to know and understand about the scope of the focus Version 2.0 curriculum and how it is sequenced?

Suggested thinking routine

[Connect, Extend, Challenge](#)

Leader

How do I lead teachers to better know and understand the scope of the focus Version 2.0 curriculum and how it is sequenced?

Comparison of curriculums

Comparison of curriculums resources outline the changes between Version 1.0 and Version 2.0 achievement standards and content descriptions.

Teacher

What do I need to know and understand about the changes between the focus Version 2.0 curriculum and the Version 1.0 curriculum?

Suggested thinking routine

[See, Think, Me, We](#)

Leader

How do I lead teachers to better know and understand the changes between the focus Version 2.0 curriculum and the Version 1.0 curriculum?

Glossary

The *glossary* defines key terms in the revised curriculum, enabling a shared and consistent understanding of the content, that clearly show the learning progression.

Teacher

What do I need to know and understand about language in the focus Version 2.0 curriculum?

Suggested thinking routine

[Connect, Extend, Challenge](#)

Leader

How do I lead teachers to better know and understand language in the focus Version 2.0 curriculum?

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Know and understand

These resources support leaders and teachers when initially engaging with the curriculum.

- Introducing (focus curriculum) Version 2.0
- Comparison of curriculums document
- Scope and sequence documents
- Glossary



Introducing Italian Version 2.0

The revised Victorian Curriculum F-10 Italian will give Victorian students the best opportunity to learn to communicate in Italian, develop their knowledge, skills and understanding of Italian, and the ability to communicate in Italian across linguistic and cultural contexts in highly varied situations.

Italian Version 2.0 is more streamlined, with improved clarity and coherence, making it easier for teachers to plan, assess and report on student learning. It also continues to support students for Italian language study at the VCE level.

The review of the curriculum has drawn on the expertise of and feedback from Victorian teachers, as well as critical input from academic and educational experts.

A simplified and more manageable structure

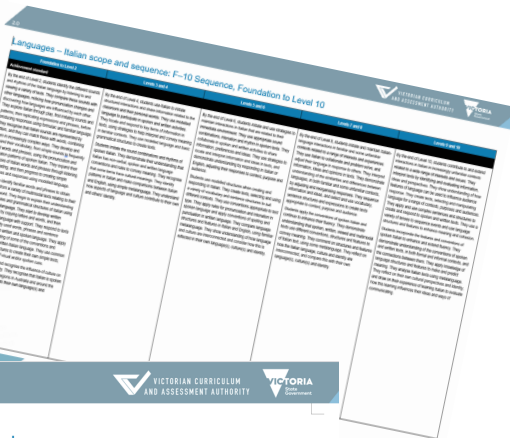
- Italian Version 2.0 will ensure the flexibility and manageability of the curriculum, through a simplified structure, an improved progression and the retention of scaffolded content.
- The 2 connecting standards have been retained and renamed **Communicating Learning to Learn** and **Understanding Language and Culture**.
- The number of sub-elements and aspects of language learning and teaching.
- Greater focus on the communication aspects of language learning and teaching.
- The sub-element **Speaking, Understanding and Creating** has been refined and reorganised.
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- The sub-element **Speaking, Understanding and Creating** has been refined and reorganised.

Foundation to Level 2

- The structure of Foundation to Level 2 has been streamlined, with the retention of a broad, shared learning path with Italian Language and Culture, to provide an entry point for all students.
- The content of the Foundation to Level 2 and its retention has been streamlined, reflecting the skills and knowledge of the Victorian Curriculum F-10 Italian.
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- The content of the Foundation to Level 2 and its retention has been streamlined, reflecting the skills and knowledge of the Victorian Curriculum F-10 Italian.

Clearer achievement standards and content descriptors

- At all levels, the achievement standards and the content descriptors have been streamlined, reflecting the skills and knowledge of the Victorian Curriculum F-10 Italian.



Languages - Italian scope and sequence: F-10 Sequence, Foundation to Level 10

Year Level	Learning Objectives	Content Descriptors	Achievement Standard
Foundation	By the end of Foundation, students are able to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They initiate without always comprehending. They respond to familiar games and routines such as questions about self and family (for example, 'Come il chium?' 'Dove abiti?'), and choose among options, for example, in response to questions such as 'Qual è il gelato che ti piace?' They produce familiar sounds and formulaic expressions (for example, 'E bello! Non mi piace') or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'r' or 'l' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They play or elaborate on gestures and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, 'mezzogiorno', 'mercoledì', 'pasta', 'cappuccino', 'cappuccino', 'cappuccino'.	By the end of Foundation, students are able to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They initiate without always comprehending. They respond to familiar games and routines such as questions about self and family (for example, 'Come il chium?' 'Dove abiti?'), and choose among options, for example, in response to questions such as 'Qual è il gelato che ti piace?' They produce familiar sounds and formulaic expressions (for example, 'E bello! Non mi piace') or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'r' or 'l' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They play or elaborate on gestures and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, 'mezzogiorno', 'mercoledì', 'pasta', 'cappuccino', 'cappuccino', 'cappuccino'.	By the end of Foundation, students are able to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They initiate without always comprehending. They respond to familiar games and routines such as questions about self and family (for example, 'Come il chium?' 'Dove abiti?'), and choose among options, for example, in response to questions such as 'Qual è il gelato che ti piace?' They produce familiar sounds and formulaic expressions (for example, 'E bello! Non mi piace') or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'r' or 'l' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They play or elaborate on gestures and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, 'mezzogiorno', 'mercoledì', 'pasta', 'cappuccino', 'cappuccino', 'cappuccino'.

Italian – comparison of curriculums

The following tables show the relationship between the Victorian Curriculum F-10 Version 1.0 (VC1) and the Victorian Curriculum F-10 Version 2.0 (VC2).

Foundation to Level 2

Achievement standard

Victorian Curriculum F-10 Version 1.0	Victorian Curriculum F-10 Version 2.0	Comment
By the end of Level 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They initiate without always comprehending. They respond to familiar games and routines such as questions about self and family (for example, 'Come il chium?' 'Dove abiti?'), and choose among options, for example, in response to questions such as 'Qual è il gelato che ti piace?' They produce familiar sounds and formulaic expressions (for example, 'E bello! Non mi piace') or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'r' or 'l' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They play or elaborate on gestures and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, 'mezzogiorno', 'mercoledì', 'pasta', 'cappuccino', 'cappuccino', 'cappuccino'.	By the end of Level 2, students identify the different sounds and rhythms of the Italian language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Italian through play, first initiating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Italian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Italian. They expand their repertoire of Italian words and phrases through listening and reading, their progress to creating simple sentences and responses using modelled language. Students identify familiar words and phrases to obtain meaning from a variety of multimedial texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Italian.	• Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to ensure alignment with the strands and sub-strands. To make the achievement standard more manageable for teachers to use for assessing achievement standard now focuses on skill development rather than individual Italian linguistic elements, which have been moved to elaborations. Adaptations were also made to support learning progression with links to VE1YDF.

Plan and implement

These resources support teachers to **USE** the curriculum, and to plan for its use in their context.

- **Curriculum area map template** and examples
- **Curriculum area plan templates** and examples
- **Teaching and learning unit templates** for schools to populate and examples
- **Approaches to assessment** using the revised achievement standards examples

Year level	Learning and teaching unit	Understanding Language and Culture											
		Understanding systems of language						Understanding the interrelationship of language and culture					
Year level	Learning and teaching unit	Identify how the structure of language (phonology, morphology, syntax, semantics, orthography and pragmatics) is used to convey meaning (VCE:SLA1)	Recognise and explain how the structure of language is used to convey meaning (VCE:SLA2)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA3)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA4)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA5)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA6)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA7)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA8)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA9)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA10)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA11)	Identify the writer or speaker and explain how the structure of language is used to convey meaning (VCE:SLA12)
1. Prep	1.1 Learning about 'What's a school?' Children explore their school, compare different schools, learn about school words and symbols, and understand the school as a community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.2 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.3 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.4 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.5 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.6 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.7 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.8 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.9 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Prep	1.10 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Example teaching and learning unit: 2.4 My personal world: Pets

Italian F-10 Sequence, Foundation to Level 2

Use this teaching and learning unit template to plan a teaching and learning unit for a specific curriculum area or multiple disciplines. Note: Use your completed curriculum area map(s) and your completed curriculum area plan to help populate this teaching and learning unit.

Description of the teaching and learning unit	Content considerations (in relation to this teaching and learning unit)
<p>Introduction This unit includes content based on animals and pets in different cultures. Students' backgrounds should provide a rich cultural background to develop discussions and reflections on animals.</p> <p>In this unit, students will expand on previously learned language that relates to animal names and body parts, and additional subjects to label and describe their pet in a narrative writing task (speaking assessment task).</p> <p>Duration This unit is designed for 2 lessons per week of approximately 50 minutes each over a period of 8 weeks (or equivalent, which adds up to the 100 minutes per week minimum recommended by the Department of Education & Training (DET)).</p> <p>Language demands Students will write personal text that includes: • simple phrases and sentences • understandings of meaning • simple phrases and sentences • understandings of meaning</p> <p>Students will also focus on: • developing and extending of content based on learning goals across the year • the development of a range of content based on learning goals across the year • understanding of content based on learning goals across the year • understanding of content based on learning goals across the year</p>	<p>Student data and information Personal Student data may include teacher judgements, and any prior years of learning and pre-assessments information.</p> <p>Learning needs Other learning considerations to be aware of, however, known well to consider cognitive and effective factors, including for students who have an individual Education Plan (IEP) are discussed goals.</p> <p>Based on knowledge of the content, teachers should consider the continuum of learning below, then adjust the content and use the learning environment, resources and learning experiences to support.</p> <p>Moderation Moderation can occur as ongoing assessment through internal peer discussion and regular planning meetings. Further moderation can occur and contribute to the summative assessment.</p>

Italian F-10 Sequence curriculum area plan – primary school example

Year level	Learning and teaching unit	1	2	3	4	5	6	7	8	9	10	11	12
Year 1	1.1 Learning about 'What's a school?' Children explore their school, compare different schools, learn about school words and symbols, and understand the school as a community.												
Year 1	1.2 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												
Year 1	1.3 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												
Year 1	1.4 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												
Year 1	1.5 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												
Year 1	1.6 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												
Year 1	1.7 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												
Year 1	1.8 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												
Year 1	1.9 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												
Year 1	1.10 My personal world: Reading by teacher Reading a picture book about a child's school life in their language (English or Italian).												

Curriculum area plan

The curriculum area plan template can be used to plan the development and sequence of related topics, across year levels.

This can help leaders to identify curriculum focus, time allocation and balance of coverage of content at a whole-school level.

2.0

Italian F–10 Sequence curriculum area plan – primary school example

Use this template to create a curriculum area plan for Italian that considers:

- the development and sequence of related teaching and learning units across the years
- the focus and time allocation for coverage of the curriculum content
- curriculum coverage across the school year, to support learning progression based on the curriculum continuum and reduce repetition or gaps
- other school calendar considerations.

Notes:

- Use your completed curriculum area map to help populate this curriculum area plan with planned teaching and learning units.
- Delete any year levels that are not relevant to your school context.
- Use your completed curriculum area plan to help populate or update your teaching and learning units.

Key:	Unit number and/or name
	Description of unit including language elements and content

	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Year 1	Semester 1 (Terms 1 and 2)	0.1 Learning Italian: What is Italian? Compare English and Italian, learn to differentiate between Italian and English words and sounds. (Context: Colours and Role of Italy)	0.2 My personal world: Greeting my teacher and friends Sing a greeting song (10 or 20 or 30 or 40 or 50 or 60 or 70 or 80 or 90 or 100 or 110 or 120 or 130 or 140 or 150 or 160 or 170 or 180 or 190 or 200 or 210 or 220 or 230 or 240 or 250 or 260 or 270 or 280 or 290 or 300 or 310 or 320 or 330 or 340 or 350 or 360 or 370 or 380 or 390 or 400 or 410 or 420 or 430 or 440 or 450 or 460 or 470 or 480 or 490 or 500 or 510 or 520 or 530 or 540 or 550 or 560 or 570 or 580 or 590 or 600 or 610 or 620 or 630 or 640 or 650 or 660 or 670 or 680 or 690 or 700 or 710 or 720 or 730 or 740 or 750 or 760 or 770 or 780 or 790 or 800 or 810 or 820 or 830 or 840 or 850 or 860 or 870 or 880 or 890 or 900 or 910 or 920 or 930 or 940 or 950 or 960 or 970 or 980 or 990 or 1000 or 1010 or 1020 or 1030 or 1040 or 1050 or 1060 or 1070 or 1080 or 1090 or 1100 or 1110 or 1120 or 1130 or 1140 or 1150 or 1160 or 1170 or 1180 or 1190 or 1200 or 1210 or 1220 or 1230 or 1240 or 1250 or 1260 or 1270 or 1280 or 1290 or 1300 or 1310 or 1320 or 1330 or 1340 or 1350 or 1360 or 1370 or 1380 or 1390 or 1400 or 1410 or 1420 or 1430 or 1440 or 1450 or 1460 or 1470 or 1480 or 1490 or 1500 or 1510 or 1520 or 1530 or 1540 or 1550 or 1560 or 1570 or 1580 or 1590 or 1600 or 1610 or 1620 or 1630 or 1640 or 1650 or 1660 or 1670 or 1680 or 1690 or 1700 or 1710 or 1720 or 1730 or 1740 or 1750 or 1760 or 1770 or 1780 or 1790 or 1800 or 1810 or 1820 or 1830 or 1840 or 1850 or 1860 or 1870 or 1880 or 1890 or 1900 or 1910 or 1920 or 1930 or 1940 or 1950 or 1960 or 1970 or 1980 or 1990 or 2000 or 2010 or 2020 or 2030 or 2040 or 2050 or 2060 or 2070 or 2080 or 2090 or 2100 or 2110 or 2120 or 2130 or 2140 or 2150 or 2160 or 2170 or 2180 or 2190 or 2200 or 2210 or 2220 or 2230 or 2240 or 2250 or 2260 or 2270 or 2280 or 2290 or 2300 or 2310 or 2320 or 2330 or 2340 or 2350 or 2360 or 2370 or 2380 or 2390 or 2400 or 2410 or 2420 or 2430 or 2440 or 2450 or 2460 or 2470 or 2480 or 2490 or 2500 or 2510 or 2520 or 2530 or 2540 or 2550 or 2560 or 2570 or 2580 or 2590 or 2600 or 2610 or 2620 or 2630 or 2640 or 2650 or 2660 or 2670 or 2680 or 2690 or 2700 or 2710 or 2720 or 2730 or 2740 or 2750 or 2760 or 2770 or 2780 or 2790 or 2800 or 2810 or 2820 or 2830 or 2840 or 2850 or 2860 or 2870 or 2880 or 2890 or 2900 or 2910 or 2920 or 2930 or 2940 or 2950 or 2960 or 2970 or 2980 or 2990 or 3000 or 3010 or 3020 or 3030 or 3040 or 3050 or 3060 or 3070 or 3080 or 3090 or 3100 or 3110 or 3120 or 3130 or 3140 or 3150 or 3160 or 3170 or 3180 or 3190 or 3200 or 3210 or 3220 or 3230 or 3240 or 3250 or 3260 or 3270 or 3280 or 3290 or 3300 or 3310 or 3320 or 3330 or 3340 or 3350 or 3360 or 3370 or 3380 or 3390 or 3400 or 3410 or 3420 or 3430 or 3440 or 3450 or 3460 or 3470 or 3480 or 3490 or 3500 or 3510 or 3520 or 3530 or 3540 or 3550 or 3560 or 3570 or 3580 or 3590 or 3600 or 3610 or 3620 or 3630 or 3640 or 3650 or 3660 or 3670 or 3680 or 3690 or 3700 or 3710 or 3720 or 3730 or 3740 or 3750 or 3760 or 3770 or 3780 or 3790 or 3800 or 3810 or 3820 or 3830 or 3840 or 3850 or 3860 or 3870 or 3880 or 3890 or 3900 or 3910 or 3920 or 3930 or 3940 or 3950 or 3960 or 3970 or 3980 or 3990 or 4000 or 4010 or 4020 or 4030 or 4040 or 4050 or 4060 or 4070 or 4080 or 4090 or 4100 or 4110 or 4120 or 4130 or 4140 or 4150 or 4160 or 4170 or 4180 or 4190 or 4200 or 4210 or 4220 or 4230 or 4240 or 4250 or 4260 or 4270 or 4280 or 4290 or 4300 or 4310 or 4320 or 4330 or 4340 or 4350 or 4360 or 4370 or 4380 or 4390 or 4400 or 4410 or 4420 or 4430 or 4440 or 4450 or 4460 or 4470 or 4480 or 4490 or 4500 or 4510 or 4520 or 4530 or 4540 or 4550 or 4560 or 4570 or 4580 or 4590 or 4600 or 4610 or 4620 or 4630 or 4640 or 4650 or 4660 or 4670 or 4680 or 4690 or 4700 or 4710 or 4720 or 4730 or 4740 or 4750 or 4760 or 4770 or 4780 or 4790 or 4800 or 4810 or 4820 or 4830 or 4840 or 4850 or 4860 or 4870 or 4880 or 4890 or 4900 or 4910 or 4920 or 4930 or 4940 or 4950 or 4960 or 4970 or 4980 or 4990 or 5000 or 5010 or 5020 or 5030 or 5040 or 5050 or 5060 or 5070 or 5080 or 5090 or 5100 or 5110 or 5120 or 5130 or 5140 or 5150 or 5160 or 5170 or 5180 or 5190 or 5200 or 5210 or 5220 or 5230 or 5240 or 5250 or 5260 or 5270 or 5280 or 5290 or 5300 or 5310 or 5320 or 5330 or 5340 or 5350 or 5360 or 5370 or 5380 or 5390 or 5400 or 5410 or 5420 or 5430 or 5440 or 5450 or 5460 or 5470 or 5480 or 5490 or 5500 or 5510 or 5520 or 5530 or 5540 or 5550 or 5560 or 5570 or 5580 or 5590 or 5600 or 5610 or 5620 or 5630 or 5640 or 5650 or 5660 or 5670 or 5680 or 5690 or 5700 or 5710 or 5720 or 5730 or 5740 or 5750 or 5760 or 5770 or 5780 or 5790 or 5800 or 5810 or 5820 or 5830 or 5840 or 5850 or 5860 or 5870 or 5880 or 5890 or 5900 or 5910 or 5920 or 5930 or 5940 or 5950 or 5960 or 5970 or 5980 or 5990 or 6000 or 6010 or 6020 or 6030 or 6040 or 6050 or 6060 or 6070 or 6080 or 6090 or 6100 or 6110 or 6120 or 6130 or 6140 or 6150 or 6160 or 6170 or 6180 or 6190 or 6200 or 6210 or 6220 or 6230 or 6240 or 6250 or 6260 or 6270 or 6280 or 6290 or 6300 or 6310 or 6320 or 6330 or 6340 or 6350 or 6360 or 6370 or 6380 or 6390 or 6400 or 6410 or 6420 or 6430 or 6440 or 6450 or 6460 or 6470 or 6480 or 6490 or 6500 or 6510 or 6520 or 6530 or 6540 or 6550 or 6560 or 6570 or 6580 or 6590 or 6600 or 6610 or 6620 or 6630 or 6640 or 6650 or 6660 or 6670 or 6680 or 6690 or 6700 or 6710 or 6720 or 6730 or 6740 or 6750 or 6760 or 6770 or 6780 or 6790 or 6800 or 6810 or 6820 or 6830 or 6840 or 6850 or 6860 or 6870 or 6880 or 6890 or 6900 or 6910 or 6920 or 6930 or 6940 or 6950 or 6960 or 6970 or 6980 or 6990 or 7000 or 7010 or 7020 or 7030 or 7040 or 7050 or 7060 or 7070 or 7080 or 7090 or 7100 or 7110 or 7120 or 7130 or 7140 or 7150 or 7160 or 7170 or 7180 or 7190 or 7200 or 7210 or 7220 or 7230 or 7240 or 7250 or 7260 or 7270 or 7280 or 7290 or 7300 or 7310 or 7320 or 7330 or 7340 or 7350 or 7360 or 7370 or 7380 or 7390 or 7400 or 7410 or 7420 or 7430 or 7440 or 7450 or 7460 or 7470 or 7480 or 7490 or 7500 or 7510 or 7520 or 7530 or 7540 or 7550 or 7560 or 7570 or 7580 or 7590 or 7600 or 7610 or 7620 or 7630 or 7640 or 7650 or 7660 or 7670 or 7680 or 7690 or 7700 or 7710 or 7720 or 7730 or 7740 or 7750 or 7760 or 7770 or 7780 or 7790 or 7800 or 7810 or 7820 or 7830 or 7840 or 7850 or 7860 or 7870 or 7880 or 7890 or 7900 or 7910 or 7920 or 7930 or 7940 or 7950 or 7960 or 7970 or 7980 or 7990 or 8000 or 8010 or 8020 or 8030 or 8040 or 8050 or 8060 or 8070 or 8080 or 8090 or 8100 or 8110 or 8120 or 8130 or 8140 or 8150 or 8160 or 8170 or 8180 or 8190 or 8200 or 8210 or 8220 or 8230 or 8240 or 8250 or 8260 or 8270 or 8280 or 8290 or 8300 or 8310 or 8320 or 8330 or 8340 or 8350 or 8360 or 8370 or 8380 or 8390 or 8400 or 8410 or 8420 or 8430 or 8440 or 8450 or 8460 or 8470 or 8480 or 8490 or 8500 or 8510 or 8520 or 8530 or 8540 or 8550 or 8560 or 8570 or 8580 or 8590 or 8600 or 8610 or 8620 or 8630 or 8640 or 8650 or 8660 or 8670 or 8680 or 8690 or 8700 or 8710 or 8720 or 8730 or 8740 or 8750 or 8760 or 8770 or 8780 or 8790 or 8800 or 8810 or 8820 or 8830 or 8840 or 8850 or 8860 or 8870 or 8880 or 8890 or 8900 or 8910 or 8920 or 8930 or 8940 or 8950 or 8960 or 8970 or 8980 or 8990 or 9000 or 9010 or 9020 or 9030 or 9040 or 9050 or 9060 or 9070 or 9080 or 9090 or 9100 or 9110 or 9120 or 9130 or 9140 or 9150 or 9160 or 9170 or 9180 or 9190 or 9200 or 9210 or 9220 or 9230 or 9240 or 9250 or 9260 or 9270 or 9280 or 9290 or 9300 or 9310 or 9320 or 9330 or 9340 or 9350 or 9360 or 9370 or 9380 or 9390 or 9400 or 9410 or 9420 or 9430 or 9440 or 9450 or 9460 or 9470 or 9480 or 9490 or 9500 or 9510 or 9520 or 9530 or 9540 or 9550 or 9560 or 9570 or 9580 or 9590 or 9600 or 9610 or 9620 or 9630 or 9640 or 9650 or 9660 or 9670 or 9680 or 9690 or 9700 or 9710 or 9720 or 9730 or 9740 or 9750 or 9760 or 9770 or 9780 or 9790 or 9800 or 9810 or 9820 or 9830 or 9840 or 9850 or 9860 or 9870 or 9880 or 9890 or 9900 or 9910 or 9920 or 9930 or 9940 or 9950 or 9960 or 9970 or 9980 or 9990 or 10000 or 10010 or 10020 or 10030 or 10040 or 10050 or 10060 or 10070 or 10080 or 10090 or 10100 or 10110 or 10120 or 10130 or 10140 or 10150 or 10160 or 10170 or 10180 or 10190 or 10200 or 10210 or 10220 or 10230 or 10240 or 10250 or 10260 or 10270 or 10280 or 10290 or 10300 or 10310 or 10320 or 10330 or 10340 or 10350 or 10360 or 10370 or 10380 or 10390 or 10400 or 10410 or 10420 or 10430 or 10440 or 10450 or 10460 or 10470 or 10480 or 10490 or 10500 or 10510 or 10520 or 10530 or 10540 or 10550 or 10560 or 10570 or 10580 or 10590 or 10600 or 10610 or 10620 or 10630 or 10640 or 10650 or 10660 or 10670 or 10680 or 10690 or 10700 or 10710 or 10720 or 10730 or 10740 or 10750 or 10760 or 10770 or 10780 or 10790 or 10800 or 10810 or 10820 or 10830 or 10840 or 10850 or 10860 or 10870 or 10880 or 10890 or 10900 or 10910 or 10920 or 10930 or 10940 or 10950 or 10960 or 10970 or 10980 or 10990 or 11000 or 11010 or 11020 or 11030 or 11040 or 11050 or 11060 or 11070 or 11080 or 11090 or 11100 or 11110 or 11120 or 11130 or 11140 or 11150 or 11160 or 11170 or 11180 or 11190 or 11200 or 11210 or 11220 or 11230 or 11240 or 11250 or 11260 or 11270 or 11280 or 11290 or 11300 or 11310 or 11320 or 11330 or 11340 or 11350 or 11360 or 11370 or 11380 or 11390 or 11400 or 11410 or 11420 or 11430 or 11440 or 11450 or 11460 or 11470 or 11480 or 11490 or 11500 or 11510 or 11520 or 11530 or 11540 or 11550 or 11560 or 11570 or 11580 or 11590 or 11600 or 11610 or 11620 or 11630 or 11640 or 11650 or 11660 or 11670 or 11680 or 11690 or 11700 or 11710 or 11720 or 11730 or 11740 or 11750 or 11760 or 11770 or 11780 or 11790 or 11800 or 11810 or 11820 or 11830 or 11840 or 11850 or 11860 or 11870 or 11880 or 11890 or 11900 or 11910 or 11920 or 11930 or 11940 or 11950 or 11960 or 11970 or 11980 or 11990 or 12000 or 12010 or 12020 or 12030 or 12040 or 12050 or 12060 or 12070 or 12080 or 12090 or 12100 or 12110 or 12120 or 12130 or 12140 or 12150 or 12160 or 12170 or 12180 or 12190 or 12200 or 12210 or 12220 or 12230 or 12240 or 12250 or 12260 or 12270 or 12280 or 12290 or 12300 or 12310 or 12320 or 12330 or 12340 or 12350 or 12360 or 12370 or 12380 or 12390 or 12400 or 12410 or 12420 or 12430 or 12440 or 12450 or 12460 or 12470 or 12480 or 12490 or 12500 or 12510 or 12520 or 12530 or 12540 or 12550 or 12560 or 12570 or 12580 or 12590 or 12600 or 12610 or 12620 or 12630 or 12640 or 12650 or 12660 or 12670 or 12680 or 12690 or 12700 or 12710 or 12720 or 12730 or 12740 or 12750 or 12760 or 12770 or 12780 or 12790 or 12800 or 12810 or 12820 or 12830 or 12840 or 12850 or 12860 or 12870 or 12880 or 12890 or 12900 or 12910 or 12920 or 12930 or 12940 or 12950 or 12960 or 12970 or 12980 or 12990 or 13000 or 13010 or 13020 or 13030 or 13040 or 13050 or 13060 or 13070 or 13080 or 13090 or 13100 or 13110 or 13120 or 13130 or 13140 or 13150 or 13160 or 13170 or 13180 or 13190 or 13200 or 13210 or 13220 or 13230 or 13240 or 13250 or 13260 or 13270 or 13280 or 13290 or 13300 or 13310 or 13320 or 13330 or 13340 or 13350 or 13360 or 13370 or 13380 or 13390 or 13400 or 13410 or 13420 or 13430 or 13440 or 13450 or 13460 or 13470 or 13480 or 13490 or 13500 or 13510 or 13520 or 13530 or 13540 or 13550 or 13560 or 13570 or 13580 or 13590 or 13600 or 13610 or 13620 or 13630 or 13640 or 13650 or 13660 or 13670 or 13680 or 13690 or 13700 or 13710 or 13720 or 13730 or 13740 or 13750 or 13760 or 13770 or 13780 or 13790 or 13800 or 13810 or 13820 or 13830 or 13840 or 13850 or 13860 or 13870 or 13880 or 13890 or 13900 or 13910 or 13920 or 13930 or 13940 or 13950 or 13960 or 13970 or 13980 or 13990 or 14000 or 14010 or 14020 or 14030 or 14040 or 14050 or 14060 or 14070 or 14080 or 14090 or 14100 or 14110 or 14120 or 14130 or 14140 or 14150 or 14160 or 14170 or 14180 or 14190 or 14200 or 14210 or 14220 or 14230 or 14240 or 14250 or 14260 or 14270 or 14280 or 14290 or 14300 or 14310 or 14320 or 14330 or 14340 or 14350 or 14360 or 14370 or 14380 or 14390 or 14400 or 14410 or 14420 or 14430 or 14440 or 14450 or 14460 or 14470 or 14480 or 14490 or 14500 or 14510 or 14520 or 14530 or 14540 or 14550 or 14560 or 14570 or 14580 or 14590 or 14600 or 14610 or 14620 or 14630 or 14640 or 14650 or 14660 or 14670 or 14680 or 14690 or 14700 or 14710 or 14720 or 14730 or 14740 or 14750 or 14760 or 14770 or 14780 or 14790 or 14800 or 14810 or 14820 or 14830 or 14840 or 14850 or 14860 or 14870 or 14880 or 14890 or 14900 or 14910 or 14920 or 14930 or 14940 or 14950 or 14960 or 14970 or 14980 or 14990 or 15000 or 15010 or 15020 or 15030 or 15040 or 15050 or 15060 or 15070 or 15080 or 15090 or 15100 or 15110 or 15120 or 15130 or 15140 or 15150 or 15160 or 15170 or 15180 or 15190 or 15200 or 15210 or 15220 or 15230 or 15240 or 15250 or 15260 or 15270 or 15280 or 15290 or 15300 or 15310 or 15320 or 15330 or 15340 or 15350 or 15360 or 15370 or 15380 or 15390 or 15400 or 15410 or 15420 or 15430 or 15440 or 15450 or 15460 or 15470 or 15480 or 15490 or 15500 or 15510 or 15520 or 15530 or 15540 or 15550 or 15560 or 15570 or 15580 or 15590 or 15600 or 15610 or 15620 or 15630 or 15640 or 15650 or 15660 or 15670 or 15680 or 15690 or 15700 or 15710 or 15720 or 15730 or 15740 or 15750 or 15760 or 15770 or 15780 or 15790 or 15800 or 15810 or 15820 or 15830 or 15840 or 15850 or 15860 or 15870 or 15880 or 15890 or 15900 or 15910 or 15920 or 15930 or 15940 or 15950 or 15960 or 15970 or 15980 or 15990 or 16000 or 16010 or 16020 or 16030 or 16040 or 16050 or 16060 or 16070 or 16080 or 16090 or 16100 or 16110 or 16120 or 16130 or 16140 or 16150 or 16160 or 16170 or 16180 or 16190 or 16200 or 16210 or 16220 or 16230 or 16240 or 16250 or 16260 or 16270 or 16280 or 16290 or 16300 or 16310 or 16320 or 16330 or 16340 or 16350 or 16360 or 16370 or 16380 or 16390 or 16400 or 16410 or 16420 or 16430 or 16440 or 16450 or 16460 or 16470 or 16480 or 16490 or 16500 or 16510 or 16520 or 16530 or 16540 or 16550 or 16560 or 16570 or 16580 or 16590 or 16600 or 16610 or 16620 or 16630 or 16640 or 16650 or 16660 or 16670 or 16680 or 16690 or 16700 or 16710 or 16720 or 16730 or 16740 or 16750 or 16760 or 16770 or 16780 or 16790 or 16800 or 16810 or 16820 or 16830 or 16840 or 16850 or 16860 or 16870 or 16880 or 16890 or 16900 or 16910 or 16920 or 16930 or 16940 or 16950 or 16960 or 16970 or 16980 or 16990 or 17000 or 17010 or 17020 or 17030 or 17040 or 17050 or 17060 or 17070 or 17080 or 17090 or 17100 or 17110 or 17120 or 17130 or 17140 or 17150 or 17160 or 17170 or 17180 or 17190 or 17200 or 17210 or 17220 or 17230 or 17240 or 17250 or 17260 or 17270 or 17280 or 17290 or 17300 or 17310 or 17320 or 17330 or 17340 or 17350 or 17360 or 17370 or 17380 or 17390 or 17400 or 17410 or 17420 or 17430 or 17440 or 17450 or 17460 or 17470 or 17480 or 17490 or 17500 or 17510 or 17520 or 17530 or 17540 or 17550 or 17560 or 17570 or 17580 or 17590 or 17600 or 17610 or 17620 or 17630 or 17640 or 17650 or 17660 or 17670 or 17680 or 17690 or 17700 or 17710 or 17720 or 17730 or 17740 or 17750 or 17760 or 17770 or 17780 or 17790 or 17800 or 17810 or 17820 or 17																

Curriculum Area Plan: F – 6

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Prep	Semester 1 (Terms 1 and 2) 0.1 Learning Italian: What is Italian? Compare English and Italian Listen to differences between Italian and English words and vowel sounds Gestures Colours and flags of Italy.				Semester 1 (Terms 1 and 2) 0.2 My personal world: Greeting my teacher and friends Sing a greeting song Trace dotted letters Use paper finger puppets for song as dialogue 'Good day' in your language Respond to roll call.				Semester 1 (Terms 1 and 2) 0.3 Let's celebrate: Carnevale and other celebratory events Traditions of Carnevale Around the world Learn and sing a song about colours Festive greetings for events.				Semester 1 (Terms 1 and 2) 0.4 How I pass my time: Family and activities Name immediate family members in Italian Sentence structure – Here is the mummy/brother.					
	Semester 2 (Terms 3 and 4) 0.5 Places: Let's go to the zoo Zoo animals vocabulary Sing a song about zoo animals Simple descriptions.				Semester 2 (Terms 3 and 4) 0.6 My classroom: Classroom instructions Learn classroom instructions Numbers 0–10 Write numbers on fingers of paper hands.				Semester 2 (Terms 3 and 4) 0.7 Let's eat: Stone soup Listen to fairytales such as 'Stone soup' Use 'I have' Language of appreciation – Delizioso! Buono!				Semester 2 (Terms 3 and 4) 0.8 Let's explore where we live: This is my house Shapes – match and label Draw a map if you have... Count sides and name parts.					
Year 1	Semester 1 (Terms 1 and 2) 1.1 My classroom: Identifying classroom objects Name and count classroom objects Alphabet Chant and draw letters.				Semester 1 (Terms 1 and 2) 1.2 Places: Moving around the room Follow body actions Play games such as 'Simon says' to learn actions and body parts Pinocchio and parts of the body Practise choosing – rock, paper, scissors.				Semester 1 (Terms 1 and 2) 1.3 Let's eat Italian foods: Let's make pizza Toppings vocabulary I like...I don't like... Name pictures of fruit and vegetables Research Italian foods.				Semester 1 (Terms 1 and 2) 1.4 My culture and tradition: Poetry and my people Name Italian people Describe feelings					
	Semester 2 (Terms 3 and 4) 1.5 Let's celebrate: Important celebrations in Italian culture Tarantella dancing, history and traditions Dancing at weddings Learn the steps Make a tamburello.				Semester 2 (Terms 3 and 4) 1.6 Let's explore where we live: Let's go to the farm Farm animals vocabulary Italian animal sounds and how they differ to English Learn and sing a song about farm animals.				Semester 2 (Terms 3 and 4) 1.7 How I pass my time: Roman god or goddess Listen to Italian rhymes <i>Carlomagno</i> and <i>La Befana vien di notte</i> .				Semester 2 (Terms 3 and 4) 1.8 My culture and tradition: Poetry and my people Name Italian people Describe feelings					
Year 2	Semester 1 (Terms 1 and 2) 2.1 My classroom: Questions May I go to the bathroom? May I have a drink? Certainly/Thank you/You're welcome How old are you? Arrange words in order.				Semester 1 (Terms 1 and 2) 2.2 Let's explore where we live: Identifying household objects Name household objects Count items How many chairs do you have? – I have 6 chairs Sentences cloze Nouns and gender Practise using partner cards.				Semester 1 (Terms 1 and 2) 2.3 Let's eat Italian food around the world Name foods in Australia.				Semester 1 (Terms 1 and 2) 2.4 My culture and tradition: Poetry and my people Name Italian people Describe feelings					
	Semester 2 (Terms 3 and 4) 2.5 Let's celebrate: Grandparents' Day Explore Grandparents' Day Name extended family members Make a family tree.				Semester 2 (Terms 3 and 4) 2.6 Places: Moving around the house Name household rooms Draw a plan or build a model of a little home Phrases for giving and receiving directions.				Semester 2 (Terms 3 and 4) 2.7 How I pass my time: Games I like to play Sports I like to do.				Semester 2 (Terms 3 and 4) 2.8 My culture and tradition: Poetry and my people Name Italian people Describe feelings					
Year 3	Semester 1 (Terms 1 and 2) 3.1 Myself and others: Knowing myself Describe my features – I have brown hair How do you feel? Language of self-regulation Notice 'I am' versus 'I have'.				Semester 1 (Terms 1 and 2) 3.2 My classroom: Italian school life How does Italian school differ from Australian school? – make a Venn diagram Use 'How do you say... in English/Italian?' Seasons and weather – school uniforms.				Semester 1 (Terms 1 and 2) 3.3 My time: Simple present Simple present holidays? – I go to...				Semester 1 (Terms 1 and 2) 3.4 My culture and tradition: Poetry and my people Name Italian people Describe feelings					
	Semester 2 (Terms 3 and 4) 3.5 Australian and Italian influences: Out and about Compare Italian and Australian signs and symbols in everyday life Currency Street signs Create an infographic.				Semester 2 (Terms 3 and 4) 3.6 How I pass my time: Daily routines Today, tomorrow Revise days of the week Activities after school The verbs vado, gioco, faccio Make a schedule.				Semester 2 (Terms 3 and 4) 3.7 Let's explore: Compare our daily routines Compare Arabic routines.				Semester 2 (Terms 3 and 4) 3.8 My culture and tradition: Poetry and my people Name Italian people Describe feelings					
Year 4	Semester 1 (Terms 1 and 2) 4.1 Myself and others: Who am I? Talking about years – When was I born? Learn the simple past tense Numbers to the thousands.				Semester 1 (Terms 1 and 2) 4.2 Class and school environment: Describing my classroom Where is the...? Use definite articles and prepositions plus articles – in the, on the, beside the... Graves and acute accents – It is in the cupboard <i>E' nell'armadio</i> .				Semester 1 (Terms 1 and 2) 4.3 My neighborhood: Where I live Name places in my neighborhood Describe my neighborhood.				Semester 1 (Terms 1 and 2) 4.4 Eating in and out: Eating lunch Order food in the canteen Ask permission Questions with modal verbs versus regular questions – May I have? / Do you have? Possessive adjectives – <i>Il mio preferito</i> ...					
	Semester 2 (Terms 3 and 4) 4.5 Australian and Italian influences: Famous places in Italian culture Present about your favourite Italian landmark – buildings, monuments, natural features, ruins Describe places, dimensions, origins and fun facts Use regional maps.				Semester 2 (Terms 3 and 4) 4.6 Celebrating my culture and tradition: Games and sports Games and sports that kids play Why, where and when Italian exclamations, verbal and non-verbal – Go! Come on!				Semester 2 (Terms 3 and 4) 4.7 Holidays and travel times What time is it? Tell time in minutes Best travel times – months and seasons.				Semester 2 (Terms 3 and 4) 4.8 Recreation, routines and responsibilities: Christmas Toys: nouns and gender Definite articles – <i>la, il, lo, l'</i> What do you like for Christmas? Modal plus verb – <i>Lei</i> ...					
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Curriculum area map

Curriculum area map templates can be used to map the achievement standards and content descriptions across teaching and learning units, to gain a picture of what is currently being taught.

This can help teachers to identify strengths in curriculum coverage and opportunities to further develop their teaching and learning units.

2.0

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY VICTORIA State Government

Italian F–10 Sequence Foundation to Level 2 curriculum area map – example

Use this curriculum area map to identify where achievement standard sentences and content descriptions are explicitly addressed within your school's teaching and learning units. This template will help you to both map the Victorian Curriculum F–10 Version 2.0 and audit your current teaching and learning units.

Instructions

1. Enter your details in the footer on page 1.
2. Look over the curriculum mapping tables on page 2 onwards. Read the information and important notes, below.
3. Enter the title of your teaching and learning units into each part of the mapping table. Indicate each teaching and learning unit's connections to the curriculum by checking the box of the relevant content description(s) and writing the number(s) of the connected sentence(s) from the achievement standard.
4. Check that all content descriptions have been covered at least once. Check that all achievement standard sentences have been covered.
5. Detail any comments, notes and actions.
6. Complete the 'Assessment', 'Analysis of curriculum coverage' and 'Next steps' sections on the final page(s).

Hint – Use your completed curriculum area map to start populating or updating your curriculum area plan.

Important notes about planning assessments using the achievement standards:

- The 5 macro skills of listening, speaking, reading, writing and viewing are interrelated and the learning of one skill often supports and extends the learning of others (see [Learning in Italian](#)). As such, most teaching and learning units will support the development of multiple macro skills. It is up to the teacher to determine which macro skill(s) are the focus of a particular assessment.
- Some achievement standard sentences describe a progression of increasing complexity (for example, one achievement standard sentence may describe students using words, phrases and then sentences). Due to this, some teaching and learning units may address only some part(s) of the achievement standard sentence.
- Each individual teaching and learning unit may address one or more achievement standard sentences (in part or whole).
- Every achievement standard sentence must be addressed one or more times across all the listed teaching and learning units for a band.

Achievement standard (AS), with numbered sentence	Y/N
1. By the end of Level 2, students identify the different sounds and rhythms of the Italian language by listening to and viewing a variety of texts.	✓
2. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other.	✓
3. They explore Italian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language.	✓
4. They recognise that Italian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways.	✓
5. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Italian.	✓
6. They expand their repertoire of Italian words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.	✓
7. Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world.	✓
8. They begin to explain their understanding of the features and grammatical structures of Italian using simple language.	✓
9. They start to develop written competence by copying letters and words, and then produce the language with support.	✓
10. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language.	✓
11. They apply their understanding of some of the conventions and features of the written Italian language.	✓
12. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.	✓
13. Students explore and recognise the influence of culture on language and identity.	✓
14. They recognise that Italian is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).	✓

Curriculum Area Map

2.0

Italian F–10 Sequence Foundation to Level 2 curriculum area map – example

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3. They explore Italian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language.	✓
4. They recognise that Italian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways.	✓
5. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Italian.	✓
6. They expand their repertoire of Italian words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.	✓
7. Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world.	✓
8. They begin to explain their understanding of the features and grammatical structures of Italian using simple metalanguage.	✓
9. They start to develop written competence by copying letters and words, and then produce the language with support.	✓
10. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language.	✓
11. They apply their understanding of some of the conventions and features of the written Italian language.	✓
12. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.	✓
13. Students explore and recognise the influence of culture on language and identity.	✓
14. They recognise that Italian is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).	✓

Achievement standards

- Describe what students can typically understand, make, communicate or do by the end of each level or band
- Used to assess and report student achievement
- Developed for each learning area, discipline and capability

Italian

PRINT THIS PAGE

INTRODUCTION CURRICULUM F-10 SEQUENCE CURRICULUM 7-10 SEQUENCE SCOPE AND SEQUENCE RESOURCES

Curriculum F-10 Sequence

Multi-view Focus view Full view

Customise • 0 Levels F-2 3-4 5-6 7-8 9-10 Expand all Collapse all

< Foundation to Level 2 Levels 3 and 4 Levels 5 and 6 >

Band description – Foundation to Level 2	Band description – Levels 3 and 4	Band description – Levels 5 and 6
<p>Achievement standard – Foundation to Level 2</p> <p>By the end of Level 2, students identify the different sounds and rhythms of the Italian language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Italian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Italian sounds are represented by letters, and they...</p> <p>Show more</p> <p>COPY</p>	<p>Achievement standard – Levels 3 and 4</p> <p>By the end of Level 4, students use Italian to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.</p> <p>Students imitate the sound combinations and rhythms...</p> <p>Show more</p> <p>COPY</p>	<p>Achievement standard – Levels 5 and 6</p> <p>By the end of Level 6, students initiate and use strategies to maintain interactions in Italian that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their responses to context, purpose and audience.</p> <p>Students use modelled structures...</p> <p>Show more</p> <p>COPY</p>

Creating text in Italian

create spoken and written texts using words, familiar phrases and modelled language

VC2LIT2C05

Strand	Communicating Meaning in Italian								
	Interacting in Italian				Mediating meaning in and between languages				
Content description (CD)	communicate using formulaic and modelled language relating to aspects of their personal world VC2LIT2C01		participate in a range of guided language activities using formulaic expressions, and visual and spoken cues VC2LIT2C02		locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases VC2LIT2C03		explore and make meaning from words and phrases for familiar objects and terms in Italian through play, and how languages influence each other VC2LIT2C04		
Teaching and learning unit	Semester, year	CD	AS no.	CD	AS no.	CD	AS no.	CD	AS no.
0.1 Learning Italian: What is Italian? Compare English and Italian Listen to differences between Italian and English words and vowel sounds Gestures Colours and flags of Italy.	1, Prep	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	1, 2, 3, 4	<input type="checkbox"/>	
0.2 My personal world: Greeting my teacher and friends Sing a greeting song Trace dotted letters Use paper finger puppets for song as dialogue 'Good day' in your language Respond to roll call.	1, Prep	<input type="checkbox"/>		<input checked="" type="checkbox"/>	1, 2, 3	<input type="checkbox"/>		<input type="checkbox"/>	
0.3 Let's celebrate: Carnevale and other celebratory events Traditions of Carnevale Around the world Learn and sing a song about colours Festive greetings for events.	1, Prep	<input type="checkbox"/>		<input checked="" type="checkbox"/>	10	<input type="checkbox"/>		<input checked="" type="checkbox"/>	9, 10
0.4 How I pass my time: Family and activities Name immediate family members in Italian Sentence structure – Here is the mummy/brother.	1, Prep	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	2, 4, 13
0.5 Places: Let's go to the zoo Zoo animals vocabulary Sing a song about zoo animals Simple descriptions.	2, Prep	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	3, 4, 6
0.6 My classroom: Classroom instructions Learn classroom instructions Numbers 0–10 Write numbers on fingers of paper hands.	2, Prep	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	5, 6
0.7 Let's eat: Stone soup Listen to fairytales such as 'Stone soup' Use 'I have' Language of appreciation – Delizioso! Buono!	2, Prep	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	6
0.8 Let's explore where we live: This is my house Shapes – match and label Play 'Jump if you have ...' Count sides and name shapes Exterior house parts.	2, Prep	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	13

Content descriptions

- The specific content that is expected to be taught and that students are expected to learn
- Used to plan learning and teaching programs that address the learning needs of all students
- Enable students to meet the achievement standards

INTRODUCTION CURRICULUM F-10 SEQUENCE CURRICULUM 7-10 SEQUENCE SCOPE AND SEQUENCE RESOURCES

Curriculum F-10 Sequence

Multi-view Focus view Full view

Customise +0 Levels F-2 3-4 5-8 7-8 9-10 Expand all Collapse all

Foundation to Level 2 Levels 3 and 4 Levels 5 and 6

Band description – Foundation to Level 2	Band description – Levels 3 and 4	Band description – Levels 5 and 6
<p>Achievement standard – Foundation to Level 2</p> <p>By the end of Level 2, students identify the different sounds and rhythms of the Italian language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Italian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Italian sounds are represented by letters, and they...</p> <p>Show more</p>	<p>Achievement standard – Levels 3 and 4</p> <p>By the end of Level 4, students use Italian to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts. Students imitate the sound combinations and rhythms...</p> <p>Show more</p>	<p>Achievement standard – Levels 5 and 6</p> <p>By the end of Level 6, students initiate and use strategies to maintain interactions in Italian that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their responses to context, purpose and audience. Students use modelled structures...</p> <p>Show more</p>
<p>Content descriptions – Foundation to Level 2</p> <p>Engaging with Italian Language and Culture</p> <p>Communicating Meaning in Italian</p> <p>Interacting in Italian</p> <p>Mediating meaning in and between languages</p> <p>Creating text in Italian</p> <p>Understanding Language and Culture</p>	<p>Content descriptions – Levels 3 and 4</p> <p>Communicating Meaning in Italian</p> <p>Interacting in Italian</p> <p>Mediating meaning in and between languages</p> <p>Creating text in Italian</p> <p>Understanding Language and Culture</p>	<p>Content descriptions – Levels 5 and 6</p> <p>Communicating Meaning in Italian</p> <p>Interacting in Italian</p> <p>Mediating meaning in and between languages</p> <p>Creating text in Italian</p> <p>Understanding Language and Culture</p>

Teaching and learning unit	Assessment task(s) and type(s)	AS no.
2.2 Let's explore where we live: Identifying household objects Name household objects Count items How many chairs do you have? – I have 6 chairs Sentences cloze Nouns and gender Practise using partner cards.	Formative assessment 'Jump if you have ...' – The teacher hands out laminated numbers and calls out 'salta se hai [Italian word]' and records students' responses. What can you hear? – The teacher reads out Italian nouns with 'o' or 'a' endings and students have to identify whether the nouns are masculine or feminine. The teacher records their responses. Flashcards – Students are given cards with different numbers of objects on them. Working with a partner, they take it in turns to ask, 'How many [objects] do you have?' and to reply, 'I have [number] [objects].' Summative assessment Picture–word match – Students are given a laminated numeral and must find the word match and lay it on the floor. The teacher observes the ease and speed of the students' performance. True or false quiz – The teacher holds up a picture of a noun and says the word or a phrase aloud in Italian, and students write 'T' or 'F' to indicate whether the statement is true or false. Cloze – Students complete a series of questions and statements with a word missing. The teacher records their responses.	5
	Formative assessment The class discusses loan words, with students contributing words for foods from their own culture. Summative assessment Create an 'Australia and Italy' poster – Students explore the differences between Italian and Australian food and eating experiences.	13
2.3 Let's eat Italian foods: Around the world Food around the world Notice Italian words for 'the' Seasonal foods in Australia and Italy Seasons and dishes.	Formative assessment Take a survey – Students listen to and record others' responses to simple questions about their favourite pet. The teacher records students' accuracy in pronunciation and retention of vocabulary and grammar understandings. Rove and record – Students explore vocabulary they can use to describe a variety of pets, and learn how to share this information in simple sentences. The teacher then records students' responses to simple modelled questions to gain a snapshot of students' comprehension (listening) and their recollection of sentence order and grammar components (speaking). Summative assessment Presentation – Students create a poster about their favourite pet, and give oral responses to questions about its features. See VCAA Example assessment task: 'Guess my pet' poster presentation. Students complete a reflection.	13
	Formative assessment Flashcard response – The teacher holds up flashcards that show pictures of and words for extended family members, and students read the words and respond verbally. The teacher records students' accuracy of recollection. Summative assessment Make a card for grandparents/great grandparents – The teacher records students' ability to use correct vocabulary to wish their grandparents/great grandparents well.	13
2.4 My personal world: Pets My favourite pet Possessive adjectives Simple present third-person 'to have' Animal features such as number of legs Make a poster for a gallery walk.	Formative assessment Flashcard response – The teacher holds up flashcards that show pictures of and words for extended family members, and students read the words and respond verbally. The teacher records students' accuracy of recollection. Summative assessment Make a card for grandparents/great grandparents – The teacher records students' ability to use correct vocabulary to wish their grandparents/great grandparents well.	3, 4, 5, 6, 12
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2.5 Let's celebrate: Grandparents' Day Explore Grandparents' Day Name extended family members Make a family tree.	Formative assessment Flashcard response – The teacher holds up flashcards that show pictures of and words for extended family members, and students read the words and respond verbally. The teacher records students' accuracy of recollection. Summative assessment Make a card for grandparents/great grandparents – The teacher records students' ability to use correct vocabulary to wish their grandparents/great grandparents well.	13
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Teaching and learning unit

The teaching and learning unit template complements the curriculum area maps and plans.

It can be used to plan teaching, learning and assessment for one curriculum area or for multiple disciplines.

2.0

Example teaching and learning unit: 2.4 My personal world: Pets Italian F–10 Sequence, Foundation to Level 2

Use this **teaching and learning unit template** to plan a **teaching and learning unit** for a **specific curriculum area** or **multiple disciplines**.

Hint: Use your completed **curriculum area map(s)** and your completed **curriculum area plan** to help populate this teaching and learning unit.

Overview

Description of the teaching and learning unit	Cohort considerations (in relation to this teaching and learning unit)
<p>Introduction</p> <p>This unit includes content focused on animals and pets in different cultures. Students' backgrounds could provide a rich cultural background to develop discussions and reflections about animals.</p> <p>In this unit, students will expand on previously learned language that relates to animal names and body parts and adjectives for animal sizes and features. They will learn new language relating to animal body parts, and additional adjectives to label and describe their pet in a summative writing and speaking assessment task.</p> <p>Duration</p> <p>This unit is designed for 2 lessons per week of approximately 50 minutes each over a period of 5 weeks (or equivalent), which fulfils part of the 150 minutes per week minimum recommended by the Department of Education for language program delivery.</p> <p>Language elements</p> <p>Students will revise previously learned vocabulary relating to animal names, body parts and features, and learn new vocabulary, including the names of some new pets and animal features. They will develop understandings of metalanguage, including 'article', 'noun', 'verb' and 'adjective', and apply these in simple phrases and sentences.</p> <p>Students will also focus on expanding their listening and pronunciation skills, particularly when discerning sounds that are different from those in English and/or other languages.</p>	<p>Student data and information</p> <p>Relevant student data may include teacher judgements, and any prior units of learning and pre-assessments undertaken.</p> <p>Learning needs</p> <p>When making adjustments for learners, teachers will need to consider cognitive and affective factors, including for students who have an Individual Education Plan (IEP) and associated goals.</p> <p>Based on knowledge of the cohort, teachers should consider the continuum of learning below, then adjust the content and vary the learning environment, resources and learning experiences as needed.</p> <p>Moderation</p> <p>Moderation can occur as ongoing assessment through informal peer discussion and regular planning meetings. Formal moderation can occur and contribute to the summative assessment.</p> <p>Students can moderate work using a supportive peer assessment approach.</p> <p>Extension</p> <p>This unit can be extended for different cohorts of students. Extension opportunities include using students' developing dictionary skills to find names of other animal features or language for describing a pet's home, diet and movement and other fun facts about pets. Students who have access to or skills with digital devices may present their 'Guess my pet' poster in a digital format.</p>

Example teaching and learning unit: 2.4 My personal world: Pets

Italian F–10 Sequence, Foundation to Level 2

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Teaching and Learning Unit

Continuum of learning – Victorian Curriculum F–10 links

Achievement standards

Some achievement standard sentences describe a progression of increasing complexity (for example, one act phrases and then sentences). Due to this, some teaching and learning units may address only some part(s) of

This teaching and learning unit addresses the part(s) of the achievement standard asterisked and indicated in

Note: Teachers should ensure that all other parts of the achievement standard are addressed across their

N/A	Foundation to Level 2 (focus band)
	By the end of Level 2, students identify the different so and rhythms of the Italian language by listening to and v a variety of texts.
	They compare these sounds with other languages, noti how pronunciation changes and discovering how langua influenced by each other.
	*They explore Italian through play, first imitating sounds tones, then replicating expressions and phrases, before producing responses using formulaic and familiar langua
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	*They expand their repertoire of Italian words and phras through listening and reading, and then progress to cre simple sentences and responses using modelled langua

Other curriculum content

Capability	Achievement standard link(s) and assessment notes	Content description link(s) and teaching and learning notes
Intercultural Capability (Foundation to Level 2)	By the end of Level 2, students identify and describe ways in which culturally and worldview diverse individuals and families live.	Strand: Culture, Identity and Belonging Content description: ways in which culturally diverse individuals and families live, including their own family VC2C12C01
Personal and Social Capability (Foundation, Levels 1 and 2)	Students identify different types of relationships and the skills for developing them, and describe behaviours that support inclusion and collaboration. Students recognise and describe the diversity of relationships found in families.	Strand: Social Awareness and Management Sub-strand: Relationships and diversity Content description: the range of relationships and diversity found within families VC2CP2001
Critical and Creative Thinking (Foundation to Level 2)	By the end of Level 2, students construct and use questions with a range of stems.	Strand: Questions and Possibilities Content description: different kinds of question stems for gathering information and ideas VC2CC2Q01

Cross-curriculum priorities

Cross-curriculum priority	Teaching and learning notes
Sustainability	Worldviews Worldviews are formed by different experiences at a personal, local, national and global level, and are linked to individual, community and political mandates and actions for sustainability VC2CCPSWV2 Discussion about what kinds of pets exist in other places/countries in the world and the attitudes towards them – how are they cared for, what are they fed, where are they housed, their role in the family unit/society.

Assessment and learning sequence details

Assessment task(s) and type(s)	Linked achievement standard(s)	Opportunities for support and/or extension
<p>Formative assessment: Student survey</p> <p>Students match and write responses to a survey. The teacher provides a survey template listing a variety of pets. Using question-and-response models, students take a survey of 15 class members to find out their favourite pet. The object of the assessment is to determine how accurate students' pronunciation is, and whether they have retained some vocabulary and grammar understandings. The criteria for success are that the survey taker's spoken question is understood (speaking) and the respondent's answer has been recorded in the correct column (listening, reading and writing).</p>	<p>*They explore Italian through play, first imitating sounds and tones, then replicating expressions and phrases, before producing responses using formulaic and familiar language.</p> <p>They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Italian.</p> <p>They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.*</p>	<p>Support: Activities could be varied by providing students with a version of the survey in English so they can match the Italian response with the correct English one.</p> <p>Extend: Students can tally the pets other class members have and report on this using the format <i>[Quattro] studenti preferiscono [i gatti]</i>.</p>
<p>Formative assessment: Rove and record</p> <p>Students explore vocabulary they can use to describe a variety of pets, and learn how to share this information in simple sentences. The teacher then records students' responses to simple modelled questions about how many legs various pets have. The object of the assessment is to gain a snapshot of students' comprehension (listening) and their recollection of sentence order and grammar components (speaking).</p>	<p>*They expand their repertoire of Italian words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.</p> <p>They recognise that Italian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways.*</p>	<p>Support: Rather than working entirely from memory, students can assemble laminated cards in the correct order. Further, they can show images of the pets in question when surveying other class members.</p> <p>Extend: Students can use their dictionary skills to explore other unique features of animals, such as those of a stick insect, and how to describe them.</p>
<p>Summative task: 'Guess my pet' poster presentation</p> <p>(See VCAA Example assessment task: 'Guess my pet' poster presentation.)</p> <p>Students will use vocabulary, pronunciation skills, modelled language structures and sentence stems in Italian to create a poster and give a short presentation about their favourite pet.</p> <p>Preparation for the task</p> <p>Students first build their knowledge of vocabulary and grammatical structures through writing and speaking activities and through play.</p>	<p>*By the end of Level 2, students identify the different sounds and rhythms of the Italian language by listening to and viewing a variety of texts.</p> <p>They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other.</p> <p>They expand their repertoire of Italian words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.</p>	<p>Support: Students can use digital tools to facilitate their writing or write over sentences pre-written in tracing font. To increase accessibility, students can also record their presentation.</p> <p>Extend: Students can present additional sentences using third-person forms of the verbs 'eat' and 'live', and of verbs of movement. They can explore features of animals such as skin textures; animal characteristics such as cold-bloodedness, speed and hearing; and other fun facts about animals.</p>

Week	Lesson	Learning goal (e.g. learning intentions and success criteria)	Lesson elements	Scaffold towards and/or extend	Assessment	Resources
3	7–9	<p>To revise vocabulary and practise sentence structures.</p> <p>To learn question structure.</p> <p>To understand the summative assessment task, 'Guess my pet'.</p>	<p>Revise vocabulary and practise sentence structures</p> <p>Students learn and revise the sentence 'My favourite pet is ...' (possessive adjectives) by practising with soft toys or choosing between pairs of images.</p> <p>Introduce new grammar</p> <ul style="list-style-type: none"> Students learn the question 'What is your favourite pet?' then practise this grammar by: <ul style="list-style-type: none"> playing listening games such as faulty echo listening to and reading sentences and identifying which word is different playing 'spot the poor pronunciation' completing a listening gap-fill. Students complete a survey of the other class members' favourite pets. The teacher moves around the classroom, asking students questions about pets (e.g. 'How many legs does it have?') about various pets to gauge students' understanding of the vocabulary and/or grammar. <p>Introduce the summative assessment task</p> <ul style="list-style-type: none"> Students view some previously completed 'Guess my pet' posters and discuss their qualities. They practise making guesses and asking questions. The whole class creates a sample 'Guess my pet' poster. Pair work – Students are given random images of pets on cards, and they give verbal clues to their partner without revealing the identity of the pet. Their partner must guess the pet. Play a team game, 'categories', where students are provided with a grid containing 5 categories and 5 questions per category. Students select and respond to their chosen question in Italian, with more points awarded for correct responses to more challenging questions. 	<p>Encourage students who are achieving above band to learn new pet names and adjectives.</p> <p>Use additional word activities and games to support students' whole-word recognition and comprehension.</p>	<p>Formative assessment</p> <p>Students demonstrate the ability to ask, listen to and respond to simple questions by carrying out a survey.</p> <p>The teacher observes students' pronunciation and comprehension.</p> <p>Formative assessment</p> <p>The teacher moves around the classroom and records students' responses to simple modelled questions about pets. The goal of the assessment is to determine students' comprehension (listening), and recollection of sentence order and grammar components (speaking).</p>	<p>Props or realia items such as puppets, toys or soft-toy animals</p> <p>Other useful resources such as sentence starters</p>

Elaborations

- Non-mandated, advisory examples
- Demonstrate how the curriculum may be transformed into a learning activity or opportunity

Foundation to L

Languages > Italian > F-10 Sequence > Levels 3 and 4

Content description in focus [Download CSV](#) [Download DOCX](#)

Content description

Communicating Meaning in Italian > Mediating meaning in and between languages

Students learn to:

develop strategies to comprehend and produce Italian, adjusting language to convey meaning and/or intercultural understanding in familiar contexts

VC2LIT4C04 [COPY](#)

ELABORATIONS

This may involve students:

- viewing an image or listening to an audio text and brainstorming familiar words, creating a word bank of commonly used Italian words, idioms, phrases or sentences, such as questions and responses
- compiling a glossary or word bank of common Italian expressions and idioms, and then playing a glossary game, where they are challenged to 'race' and find the target phrases before their partner
- noticing Italian idioms that convey Italian cultural practices and those that do not translate easily into English (e.g. *Buon appetito!*; *Altrettanto!*), and doing a role-play with a partner demonstrating use of the formulaic language
- listening to, reading and viewing sentences and paragraphs in their entirety, identifying familiar words and

Template: Teaching and Learning Unit

2.0

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Teaching and learning unit – <unit number> <unit name>

<curriculum area(s)> <level(s)/band(s)>

Use this teaching and learning unit template to plan a teaching and learning unit for a specific curriculum area or to plan a multidisciplinary unit.

Hint: Use your completed [curriculum area map\(s\)](#) and your completed [curriculum area plan](#) to help populate this teaching and learning unit.

Overview

Description of the teaching and learning unit	Cohort considerations (in relation to this teaching and learning unit)
<Give an overview of the teaching and learning unit. Include duration (including number of weeks and lessons). Use headings and subheadings as appropriate >	<Describe the cohort. Include all information relevant to developing your teaching learning unit, such as: <ul style="list-style-type: none"> relevant student data and information differentiation and individualisation needs >
Duration Weeks: Lessons:	

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 Date created: [Click or tap here to enter text.](#) Date for review: [Click or tap here to enter text.](#)

Teaching and learning unit – <unit number> <unit name>

Continuum of learning – Victorian Curriculum F–10 links

Achievement standards

Level X (level before focus)	Level X (focus level)	Level X (level after focus)
<Copy and paste the relevant achievement standard sentence(s) from the Victorian Curriculum F–10 >	<Copy and paste the relevant achievement standard sentence(s) from the Victorian Curriculum F–10; refer to your completed curriculum area map(s) >	<Copy and paste the relevant achievement standard sentence(s) from the Victorian Curriculum F–10 >

Content descriptions

Level X (level before focus)	Level X (focus level)	Level X (level after focus)
<Copy and paste the relevant content description(s) and/or code(s) from the Victorian Curriculum F–10 >	<Copy and paste the relevant content description(s) and/or code(s) from the Victorian Curriculum F–10; refer to your completed curriculum area map(s) >	<Copy and paste the relevant content description(s) and/or code(s) from the Victorian Curriculum F–10 >

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Template: Teaching and Learning Unit

Teaching and learning unit – <unit number> <unit name>

Other curriculum content

Capability	Achievement standard link(s) and assessment notes	Content description link(s) and teaching and learning notes
<Name of capability (Critical and Creative Thinking , Ethical Capability , Intercultural Capability and/or Personal and Social Capability) >	<If you are teaching and/or assessing a capability, copy and paste the relevant achievement standard(s) from the Victorian Curriculum F–10 >	<If you are teaching and/or assessing a capability, copy and paste the relevant content description(s) and/or codes from the Victorian Curriculum F–10 and add teaching and learning notes >

Cross-curriculum priorities

Cross-curriculum priority	Teaching and learning notes
<Name of cross-curriculum priority (Aboriginal and Torres Strait Islander Histories and Cultures , Asia and Australia's Engagement with Asia and/or Sustainability) >	<If you are making a connection to a cross-curriculum priority, provide the relevant organising element(s) and note the relevant teaching and learning >

Teaching and learning unit – <unit number> <unit name>

Week	Lesson no.	Learning goal (e.g. learning intention and success criteria)	Lesson elements	Differentiation and/or individualisation	Assessment	Resources
<Insert week no >	<Insert lesson no >	<Outline the learning intentions and success criteria for students >	<Outline the lesson elements, considering any school-specific teaching and learning framework and/or pedagogical choices >	<Identify any specific differentiation and/or individualisation required for specific students >	<Add the assessment name, if required >	<List key supporting resources >

Example Assessment Task

Example assessment task: 'Guess my pet' poster presentation

Italian F–10 Sequence, Foundation to Level 2

Overview

While learning about pets, students develop communication skills to describe a pet using appropriate adjectives and phrases, respond to their other class members' questions and listen actively to their presentations, and formulate accurate and appropriate responses using modelled sentence structures.

This summative assessment task allows students to demonstrate their knowledge and skill in using listening, speaking and writing skills in Italian by:

- **writing clues** using modelled language structures and pre-generated sentence stems to describe their chosen pet's colour, size, physical attributes, personality, habitat, diet, sounds and likes
- **speaking in Italian** to present their pet descriptions, using correct pronunciation and phrasing
- **listening actively** to questions posed by their other class members and responding using appropriate, modelled sentence structures
- **engaging in interactive communication**, showcasing their ability to ask and answer questions, fostering their confidence in conversational Italian.

Students will synthesise these skills to demonstrate comprehension, vocabulary use and sentence-building skills, while also applying the skills in a creative and interactive context.

Role-play

This summative assessment task allows students to demonstrate their knowledge and skill in using both written and spoken Italian in a short, spoken role-play between a presenter and an interlocutor in the context of a 'Guess my pet' poster presentation. Students develop role-play questions about pets and formulate possible responses to use during a question-and-answer session that forms part of their presentation. Students reflect on and discuss the representations of pets in different languages and cultures.

Achievement standard extracts

This assessment task focuses on the part(s) of the achievement standard asterisked and indicated in **bold** below.

***By the end of Level 2, students identify the different sounds and rhythms of the Italian language by listening to and viewing a variety of texts.**

They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other.*

They explore Italian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language.

They recognise that Italian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways.

They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Italian.

They expand their repertoire of Italian words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Required knowledge

- Vocabulary such as animal names, body parts and onomatopoeia for animal sounds.
- Language structures including sentence stems such as 'What is ...?', 'It is ...', 'It has ...', 'Which is ...?', 'It eats ...' and 'It lives in ...'.
- Italian words to describe animal body parts, such as tail, wings, shell, legs, scales and feathers, and adjectives such as small, fast, fluffy and cute.
- Italian words for pet homes and foods, such as hutch, cage, terrarium, pellets, dog food and grass.
- Italian verbs for animal movements, such as run, hop, chew, walk, fly and swim.
- Common formulaic expressions for onomatopoeia, such as *cip cip*, *bau bau* and *squit squirt*.
- The question structure '*Ha ali?*' to be used during the audience participation component of the poster presentation.

Task

Students use common Italian words and phrases to create statement clues for their 'Guess my pet' poster presentation. There are 2 parts to this task.

Part 1 – Poster: Students will be given a choice of pets from which to select. Using the vocabulary learned throughout the unit and modelled sentence starters, they will write information about their pet on the poster. The poster will also have an image of the pet covered by a flap.

Part 2 – Gallery walk and presentation: Students will present their posters during a gallery walk, where students circulate, trying to guess the pet of as many other students as possible. The author of each poster will describe their pet's features by reading the sentence clues they have written. The other students will listen to the clues, ask questions and submit guesses, and the author reveals whether they have guessed correctly by lifting the flap.

To do this, students will use modelled language structures provided by the teacher, and make modifications or substitutions to the sentences to create their written poster and in response to questions.

Students in the audience will use modelled question structures to ask questions about the mystery pet.

Session 1 (3 lessons)

Revisit students' known vocabulary relating to animals and animal sounds. For example, they can:

- revisit colours and numbers they learned in previous units
- revise animal names from the zoo and farm units (0.5 Places: Let's go to the zoo and 1.6 Let's explore where we live: Let's go to the farm) by playing word or memory games, or by matching animal images to previously learned animal names
- revise metalanguage such as 'noun', 'verb' and 'adjective'.

Questions



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