Years 1–2 band: Languages/Italian

Key	same/refined	removed	new	moved

Note:
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- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4	Version 9.0		
Achievement standard	**Achievement standard**		
By the end of Year 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 imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, Come ti chiami? Dove abiti?), and choose among options, for example, in response to questions such as Vuoi il gelato o la caramella? They produce learnt sounds and formulaic expressions (for example, È 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 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic 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, rearranging sentence patterns such as Ho sei anni. Sono bravo. Il gelato è buono. Students know that Italian is the national language of Italy. They identify the 21 letters of the Italian alphabet. They know that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults. They identify patterns in Italian words and phrases and make comparisons between Italian and English. They know that languages borrow words from each other and provide examples of Italian words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.	By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).		

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play [Key concepts: self, family, friendship; Key processes: participating, playing, observing] ACLITC001	recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions AC9LIT2C01	**Interacting in Italian**	**Communicating meaning in Italian**
	participate in classroom routines, games, instructions and shared activities [Key concepts: routine, play, sharing, reward; Key process: expressing preferences] ACLITC004			
	recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day ACLITU016			
	participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song [Key concept: exchange; Key processes: sharing, deciding together] ACLITC002	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LIT2C02		
	participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling [Key concept: exchange; Key processes: exchanging, describing] ACLITC003			
	locate specific items of information in texts using early literacy skills [Key concepts: text, observation, number, meaning; Key processes: noticing, decoding, selecting] ACLITC005	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LIT2C03	**Mediating meaning in and between languages**	
	participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression [Key concepts: story, imagination, response, character; Key processes: participating, responding, predicting, performing; Key text type: narrative/story] ACLITC007			
		notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LIT2C04		
	share with others what they can express in Italian, and explain how meanings are similar or different [Key concepts: code, translation; Key processes: comparing, explaining] ACLITC009			

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	create stories and perform imaginary experiences [Key concepts: performance, expression; Key processes: miming, performing] ACLITC008	use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LIT2C05	Creating text in Italian	Understanding language and culture
	give factual information about known people, everyday objects, family celebrations and personal experiences [Key concepts: self, ownership/possession, celebration; Key process: conveying information] ACLITC006			
	create a personal or shared record of 'interesting' words in Italian [Key concepts: similarity, difference; Key process: comparing] ACLITC010			
	begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use [Key concepts: self, other, respect; Key processes: noticing, identifying] ACLITC011			
	identify and describe aspects of self in relation to others [Key concepts: family, self, identity; Key processes: connecting, relating, observing] ACLITC012			
Understanding	reproduce the sounds of the Italian language ACLITU013	recognise and imitate the sounds and rhythms of Italian AC9LIT2U01	Understanding systems of language	
		recognise that the Roman alphabet is used to construct meaning in texts in Italian AC9LIT2U02		
	notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives ACLITU014	notice that Italian has features that may be similar to or different from English AC9LIT2U03		
	recognise that Italian and English borrow words from each other ACLITU017			
	understand that language is organised as texts ACLITU015			
	notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures ACLITU019	notice that people use language in ways that reflect cultural practices AC9LIT2U04	Understanding the interrelationship of language and culture	
	understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages ACLITU018			