WA Curriculum: Italian Year 3 to Year 10

EP Curriculum Map

Year 3
Communicating

Socialising

Content Descriptor	How EP Languages Supports This
ACLITC020 Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, *Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico* Participate in routine exchanges such as asking each other how they are and offering wishes, for example, *Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!*	**Talk about family and friends:** **Getting Started with Italian:** ● Unit 4: Numbers and Age Numbers and age from 1-10 Numbers and age from 1-20 Practice Speaking ● Unit 7: Family Talking about my family Talking about my extended family Practice Speaking ● Unit 8: Animals Pets Farm animals Wild animals Speaking **Beginner Italian:** Unit 4: Describing People Listening Reading Writing Speaking Unit 5: Family and Pets Listening Reading Writing Speaking

	Participating in routine exchanges: **Getting Started with Italian:**
	Unit 1: Greetings and Introductions [Introductions](#) [Greetings and goodbyes](#) [Practice](#) [Speaking](#) **Unit 2: Asking How You Are** [Asking how you are](#) [More feelings](#) [Practice](#) [Speaking](#) **Beginner Italian:** **Unit 1: Greetings and Introductions** [Listening](#) [Reading](#) [Writing](#) [Speaking](#) **Unit 3: Countries and Nationalities** [Listening](#) [Reading](#) [Writing](#) [Speaking](#) **Unit 4: Describing People** [Listening](#) [Reading](#) [Writing](#) [Speaking](#) **Unit 6: Dates and Birthdays** [Listening](#) [Reading](#) [Writing](#) [Speaking](#)

ACLITCO21 and ACLITCO22
 	
Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission
	Participating in class experiences:
	
	Getting Started with Italian:
	
	    Unit 5: Classroom objects
	    Classroom objects
	    Practice
	    Speaking
	
	    Unit 6: Classroom Commands and Expressions
	    Classroom commands
	    Practice
	    Speaking
	
	Beginner Italian:
	
	    Unit 2: The Classroom
	    Listening
	    Reading
	    Writing
	    Speaking

Year 4

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
ACLITC020 Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, *Arrivo a scuola alle otto*; *Il sabato gioco a pallacanestro*; *La domenica mio fratello va alla spiaggia*; *Tu hai la classe di matematica questo pomeriggio?*; *Giochi domani? Sì/No/Forse*; *Amo lo sport e le vaca*	**Getting Started with Italian:** Unit 9: Likes and Dislikes - food and activities Food Practice Speaking **Beginner Italian:** Unit 8: School Subjects Listening Reading Writing Speaking Unit 9: Leisure Activities Listening Reading Writing Speaking
ACLITC021 and ACLITC022 Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as **creating** a display or conducting a role play or scenario, science experiments, cooking or craft activities – *ma la mia amica adora la musica!*	**Getting Started with Italian:** Unit 5: Classroom Objects Classroom objects Practice Speaking Unit 6: Classroom Commands and Expressions Classroom commands Practice Speaking **Beginner Italian:** Unit 2: The Classroom Listening Reading Writing

	Speaking
	Teachers can use EP Studio tools to create learning material to support the different kinds of transactions that students will be involved in e.g. Science experiments, cooking or craft activities. Here's how

Year 5

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
ACLITC039 Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, *La mia casa è a due piani*; *Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!*	**Beginner Italian:** Unit 10: My House Listening Reading Writing Speaking **Intermediate Italian:** Unit 3: Towns and Directions Listening Reading Writing Speaking
ACLITC040 Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	**Intermediate Italian:** Unit 1: Ordering in a Restaurant or Cafe Listening Reading Writing Speaking Unit 5: Party Time and Celebrations Listening Reading Writing

<table>
<tr><td></td><td>Speaking

Unit 6: Making Plans
    Authentic Task
    Reading
    Writing
    Speaking</td></tr>
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Year 6

Communicating

Socialising

Content Descriptor	How EP Languages Supports This

ACLITC039
 	
Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, *La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare.*
 	
Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as *È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...*
	Beginner Italian:
	
	    Unit 4: Describing People
	    Listening
	    Reading
	    Writing
	    Speaking
	
	    Unit 9: Leisure Activities
	    Listening
	    Reading
	    Writing
	    Speaking

ACLITC040 and ACLITC041	**Intermediate Italian:**

Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event	Unit 6: Making Plans Authentic Task Reading Writing Speaking

Year 7

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
ACLITC058 *Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, Mi piace il mio amico perché è buffissimo; Dove sei andato/a?; Con chi?; Cosa hai fatto?; Il weekend sono andato/a alla partita a vedere… Mi sono divertito/a; Le materie che studio quest'anno sono l'inglese, l'italiano, la matematica,…; La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo*	**Beginner Italian:** Unit 8: School Subjects Listening Reading Writing Speaking **Intermediate Italian:** Unit 10: Past Holidays - Descriptions and Impressions Listening Reading Writing Speaking
ACLITC059 and ACLITC060 *Engage in tasks and activities that involve planning such as hosting an Italian class or visitor, an excursion to an Italian restaurant, the local Italian aged-care home, the cinema, a music concert or a mercato all'aperto, considering options, negotiating arrangements and participating in transactions*	**Intermediate Italian:** Unit 1: Ordering in a Restaurant or Cafe Listening Reading Writing Speaking Unit 2: Fashion, Shopping for Clothes and Weather Listening Reading Writing Speaking

	Unit 5: Party Time and Celebrations [Listening](#) [Reading](#) [Writing](#) [Speaking](#) Unit 6: Making Plans [Authentic Task](#) [Reading](#) [Writing](#) [Speaking](#)

Year 8

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
ACLITC058 *Initiate and maintain spoken and written interactions with peers and known adults using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, Dove sei andato/a per le vacanze?; Ti è piaciuto/a lo spettacolo/la gita …?; Cosa pensi di…?; Secondo me…; Sono completamente d'accordo…; Vuoi venire alla mia festa di compleanno? Si, certo!/Mi dispiace, non posso/sono impegnato; Scusa se non vengo …; Come festeggiate il Capodanno? Di solito ci riuniamo con i nostri parenti e amici per la cena. Quest'anno abbiamo giocato a carte fino a mezzanotte prima di uscire sul balcone a guardare i fuochi d'artificio*	**Intermediate Italian:** Unit 5: Party Time and Celebrations Listening Reading Writing Speaking Unit 8: Past Holiday Activities Listening Authentic Task Writing Speaking

ACLITC059 and ACLITC060	Intermediate Italian:
Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services	Unit 1: Ordering in a Restaurant or Cafe Listening Reading Writing Speaking Unit 2: Fashion, Shopping for Clothes and Weather Listening Reading Writing Speaking Unit 5: Party Time and Celebrations Listening Reading Writing Speaking Unit 6: Making Plans Authentic Task Reading Writing Speaking

Year 9

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
ACLFRC073 Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, *Quando avevo sei anni…, adesso…, nel futuro…; Quando avevo dieci anni spesso giocavo a calcio. Ora preferisco nuotare. Nel futuro vorrei essere architetto; È complicato essere adolescente perché …; Mi piace essere adolescente perché posso essere indipendente; Dovresti parlare con il tuo amico perché …; Cosa faresti al posto mio?; Mi capita spesso discutere con …*	**Advanced Italian:** Unit 3: La mia vita Listening Reading Writing Speaking
ACLITC078 and ACLITC079 *Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers*	*EP studio tools could be used to support this descriptor - Here's how*

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
ACLITC077 Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, *la salute dei giovani, l'apprendimento delle lingue, le responsabilità ora e nel futuro* Express feelings and justify opinions, for example, *È difficile per te imparare l'Italiano? Credo che…; Penso che…; Cosa possiamo fare per mantenere la salute della terra?; L'aspetto più interessante da capire è …; Cosa studierai l'anno prossimo e perche?; Mi piacerebbe …*	**Advanced Italian:** Unit 2: Piani Futuri e il Mondo del Lavaro Listening Reading Writing Speaking Unit 4: La Salute Listening Reading Writing Speaking
ACLITC078 and ACLITC079 *Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments, protests or rallies to raise awareness of contemporary culture and social issues, exchanging resources and information, solving problems and managing diverse views*	**Advanced Italian:** Unit 7: La Technologia e i Social Network Listening Reading Writing Speaking

Suggestions if you find the content suggested above is not quite the right level for your students:

- You can choose to only assign parts of a lesson - for example you may choose to only assign the introduction lessons which introduce the vocabulary or you could just assign parts of the listening, reading or writing lessons. Click here for a guide on how to do this. The lower level activities tend to be in the first part of the lesson.

- You can edit the smart lessons to take out material that is not the appropriate level for your students or add in additional learning material. Here is a guide which shows how to do this.

How EP Languages supports other strands and substrands across different levels:

Strand	Sub-strand	How EP supports this across the levels:
Communicating	Informing	Each of the EP Languages units contains lessons with reading and listening comprehension activities where students are exposed to a wide range of texts - students are required to read or listen to these texts and complete activities based on these. As the levels get higher, the complexity of the accompanying texts and activities also increase.
	Creating	In the reading comprehension section of each of the EP Languages units, students are exposed to a wide variety of text types. At Beginner and Intermediate level, this includes cartoons, blog entries, postcards, letters, emails, diary entries, menus, dialogues, phone messages. At the Advanced level, there are additional creative texts, such as stories and song lyrics. In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types and purposes. In the "extra for experts" section, students are required to complete a more creative task in the target language that relates to the unit studied.
	Translating	Throughout the different EP Languages units students

		are required to translate in different ways. At the Getting Started level they are required to recognise and understand the vocabulary. From Beginner level, our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level. Our translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into which words or phrases translate easily and which do not. Our reading and listening comprehension activities in the EP Languages units do not require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.
	Reflecting	Each of the EP Languages units has a cultural section in the introduction where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language. At beginner level, there is a cultural lesson which introduces some key cultural elements relating to the unit and requires the students to reflect on this
Understanding	Systems of Language	Each of the EP Languages units introduces elements of the grammatical system in context as it is appropriate for the learners of each level. Within each unit, there are comprehensive grammar lessons which focus on relevant grammar points for that unit - these include introduction/teaching sections where the grammar point is explained, and then an extensive variety of scaffolded activities ranging from recognition to free production. Aspects of grammar are also reinforced and practised in the vocabulary lists. In each of our EP Languages units, we have used different registers of language where appropriate and have shown examples of both informal and

		formal language.
	Language variation and change	In each of the EP Languages units, there are a variety of text types used in the listening and reading comprehension sections and the text is varied according to context. Teachers can use this to illustrate language variation. Throughout the EP Languages units, we have tried to include many references to different countries where a target language might be spoken to highlight the global nature of different languages and in some cases examples are given of how the language can change accordingly. Within the EP Languages listening comprehension, we try to use speakers of different accents.
	Role of Language and Culture	Each EP Languages unit has a cultural section in the introduction where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that students become familiar with the culture as they learn the language.