

AC Italian 9.0 Years 7-8

EP Curriculum Map

Years 7-8

Level Description – Years 07 and 08

In Years 7 and 8, students are beginning their learning of Italian language, and this will be influenced by prior learning and experiences of language learning. Students use Italian language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Italian and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

Achievement Standard – Years 07 and 08

By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using metalanguage. They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

Content descriptors: Year 7 and 8:

Communicating in Italian:

Sub strand	Content descriptor	How can EP support this?
Interacting in Italian	AC9LIT8EC01 Interact with others using modelled language to exchange information in familiar contexts about self and personal world	<ul style="list-style-type: none"> • Each EP Languages unit is designed to support students to be able to interact with others to exchange information in familiar contexts about self and personal world. • Each unit begins with an introduction lesson to introduce key language and sentence patterns and this is followed by listening and reading comprehension lessons which model written and spoken interactions and provide students with comprehensible input. These are followed by writing and speaking lessons which support students to be able to interact in written and spoken language. • Each Education Perfect languages unit contains a speaking lesson where students listen to questions and record answers, listen to answers and record questions and conversation tasks with a partner to help build their interaction skills in familiar contexts. • Each Education Perfect Languages unit also contains an authentic task, some of which require the students to interact in spoken or written language. • The Getting Started and Beginner units focus on topics relating to self and personal world. • See the hyperlinked lessons in each unit in the content maps below.
	AC9LIT8EC02 Develop language to interact in exchanges, routine, tasks and responsibilities related to classroom and interests	<ul style="list-style-type: none"> • EP Languages units are designed to introduce students to the necessary language to be able to interact in exchanges, routine, tasks and responsibilities related to the classroom. • Getting Started Unit 5 & 6 and Beginner Unit 3 introduce expressions to support students to interact in the classroom. See the hyperlinked lessons in each unit in the content maps below.

	<p>AC9LIT8EC03</p> <p>Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment</p>	<ul style="list-style-type: none"> • In each of the reading and listening lessons in the EP Languages units, students are exposed to lots of written and spoken input where exchange of information is modelled on the topic of organising activities relating to daily life and school environment. • In the writing and speaking lessons, students are provided with lots of activities to help students develop confidence to engage in written and verbal exchanges of information
<p>Mediating meaning in and between languages</p>	<p>AC9LIT8EC04</p> <p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to culture, context, purpose and audience.</p> <p>AC9LIT8EC05</p> <p>Develop and being to apply strategies to interpret, translate and convey meaning in Italian in familiar contexts</p>	<ul style="list-style-type: none"> • In each Education Perfect Languages unit, there is a listening and reading lesson where students are presented with a number of different spoken, written and multimodal texts in authentic contexts and they are required to locate and process information and respond in different ways. • There is also a large bank of authentic video lessons accompanied by a wide variety of activities that require students to locate and process information and ideas. • The Getting Started and Beginner units cover familiar topics. These tasks require students to develop strategies to interpret and translate. • See the listening, reading and video lessons hyperlinked in the content maps of each unit below.
<p>Creating text in Italian</p>	<p>AC9LIT8EC06</p> <p>Create spoken, written and multimodal informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions</p>	<ul style="list-style-type: none"> • In the speaking, writing and authentic tasks lessons within each unit, students are required to create different types of spoken and written texts using the language they have learned from a particular unit. • The authentic video lessons also provide tasks which require students to create written and recorded texts. • See the hyperlinked lessons in the content map below.

Understanding Language and Culture:

Sub strand	Content descriptor	How can EP support this?
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Understanding systems of language	<p>AC9LIT8EU01</p> <p>Recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts</p>	<ul style="list-style-type: none"> • In the EP Languages units, each unit has a listening comprehension section with 8-10 listening comprehension texts, recorded by native speakers. In these activities, students are exposed to features of the Italian sound system including pitch, rhythm, stress and intonation. • There is also a speaking section for each unit where students are required to complete a variety of speaking tasks. These tasks allow students to listen back to what they have recorded and moderate their own pronunciation. • The speaking lessons contain exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Italian sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation. • See the listening and speaking lessons in the hyperlinked lessons in the content map below.
	<p>AC9LIT8EU02</p> <p>Develop knowledge of, and use structures and features of, the Italian grammatical and writing systems to understand and create spoken, written and multimodal texts</p>	<ul style="list-style-type: none"> • In each of the EP Languages units, there is a grammar section which introduces new points in each unit. In each of these grammar sections there is an introduction which explains the grammar point in detail, then there are extensive activities to practise the grammar point, starting with recognition and moving towards free production. • Students use this grammar knowledge to understand written and spoken text and to create their own spoken, written and multimodal texts. See the grammar lessons linked below in the content map.
	<p>AC9LIT8EU03</p> <p>Compare Italian language structures and features with English, using familiar metalanguage</p>	<ul style="list-style-type: none"> • Within the EP grammar lessons, in-depth explanations are provided of each grammar point. The explanations help students to understand similarities and differences between Italian and English grammar.
Understanding the interrelationship of language and culture	<p>AC9LIT8EU04</p>	<ul style="list-style-type: none"> • Cultural references are embedded throughout the EP Languages units and activities and questions have been designed to help students understand the relationship between language and culture.

	recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values	<ul style="list-style-type: none">• Teachers are encouraged to use the EP units as a springboard for further discussion about the relationship between language and culture.
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EP lesson recommendations:

For **Year 7-8 Italian** we would recommend a combination of our **Getting Started and Beginner Italian courses** which support the suggested **Thematic Contexts for Language use** in the [Languages Support Resource for the ACARA 9.0 Curriculum](#). We would also recommend the beginner level video content. Teachers can still assign from higher level content if appropriate. Please see the course maps below:

Getting Started with Italian: Self and Others

Suggested Contexts for Language Use in the Languages Support Resource for the ACARA 9.0 Curriculum	EP Unit:	Lessons within each unit (linked with a hyperlink)
Beginner: My personal world: <ul style="list-style-type: none">introducing self and othersproviding information about self, for example, age, place of residence Beginner: My Classroom:	Unit 1: Greetings and Introductions	Unit 1.1: Introductions
		Unit 1.2: Greetings and Goodbyes
		Unit 1.3: Practice
		Unit 1.4: Extension
		Unit 1.5: Speaking
		Unit 1.6: Vocabulary
		Unit 1.7: Authentic Task

<ul style="list-style-type: none"> exchanging greetings, for example, formal greetings with teachers; informal greetings with peers 		
<p>Beginner: My personal world:</p> <ul style="list-style-type: none"> introducing self and others providing information, for example, age, place of residence <p>Beginner: My Classroom:</p> <ul style="list-style-type: none"> exchanging greetings, for example, formal greetings with teachers; informal greetings with peers 	<p>Unit 2: Asking how you are</p>	<p>Unit 2.1: Asking How You Are</p> <p>Unit 2.2: More Feelings</p> <p>Unit 2.3: Practice</p> <p>Unit 2.4: Extension</p> <p>Unit 2.5: Speaking</p> <p>Unit 2.6: Vocabulary</p> <p>Unit 2.7: Authentic Task</p>
<p>Beginner: My personal world:</p> <ul style="list-style-type: none"> discussing likes and dislikes such as colours, animals, food, games, sport, activities 	<p>Unit 3: Colours</p>	<p>Unit 3.1: Primary Colours</p> <p>Unit 3.2: More Colours</p> <p>Unit 3.3: Practice</p> <p>Unit 3.4: Extension</p> <p>Unit 3.5: Speaking</p> <p>Unit 3.6: Vocabulary</p> <p>Unit 3.7: Authentic Task</p>
<p>Beginner: My personal world:</p> <ul style="list-style-type: none"> providing information, for example, age, place of residence 	<p>Unit 4: Numbers and Age</p>	<p>Unit 4.1: Numbers and Age from 1 to 10</p> <p>Unit 4.2: Numbers from 11 to 20</p> <p>Unit 4.3: Practice</p> <p>Unit 4.4: Extension</p> <p>Unit 4.5: Speaking</p>

		Unit 4.6: Vocabulary
		Unit 4.7: Authentic Task
Beginner: My Classroom	Unit 05: Classroom Objects	Unit 5.1: Classroom Objects
<ul style="list-style-type: none"> Identifying classroom objects describing the classroom 		Unit 5.2: More Classroom Objects
		Unit 5.3: Practice
		Unit 5.4: Extension
		Unit 5.5: Speaking
		Unit 5.6: Vocabulary
		Unit 5.7: Authentic Task
Beginner: My Classroom	Unit 06: Classroom Commands	Unit 6.1: Classroom Commands
<ul style="list-style-type: none"> responding to classroom instructions 		Unit 6.2: More Classroom Commands
		Unit 6.3: Practice
		Unit 6.4: Extension
		Unit 6.5: Speaking
		Unit 6.6: Authentic Task
		Unit 6.7: Vocabulary
Beginner: My personal world:	Unit 07: Family	Unit 7.1: Talking About My Family
<ul style="list-style-type: none"> identifying family members and significant people in my life 		Unit 7.2: Talking About My Extended Family
		Unit 7.3: Practice
		Unit 7.4: Extension
		Unit 7.5: Speaking
		Unit 7.6: Authentic Task
		Unit 7.7: Vocabulary
Beginner: My personal world:	Unit 08: Animals	Unit 8.1: Pets
		Unit 8.2: Farm Animals
		Unit 8.3: Wild Animals
		Unit 8.4: Practice

<ul style="list-style-type: none"> identifying family members and significant people in my life 		Unit 8.5: Extension
<p>Beginner: My personal world:</p> <ul style="list-style-type: none"> discussing likes and dislikes such as colours, animals, food, games, sport, activities 	<p>Unit 09: Likes and Dislikes - Food and Activities</p>	Unit 9.1: Food
	<p>Unit 10: Days of the Week and Weather</p>	Unit 9.2: Activities
	<p> Italian Pronunciation Guide </p>	Unit 9.3: Practice
		Unit 9.4: Extension
		Unit 9.5: Speaking
		Unit 9.6: Authentic Task
		Unit 9.7: Vocabulary
		Unit 10.1: Days of the week
		Unit 10.2: Talking about the weather
		Unit 10.3: Practice
		Unit 10.4: Extension
		Unit 10.5: Speaking
		Unit 10.6: Authentic Task
		Unit 10.7: Vocabulary
	<p> Italian Pronunciation Guide </p>	0. Pronunciation

Beginner Italian: Self and Others

Suggested Contexts for Language Use in the Languages Support Resource for the ACARA 9.0 Curriculum	EP Unit:	Lessons within each unit (linked with a hyperlink)
<p>Beginner: My personal world:</p> <ul style="list-style-type: none"> introducing self and others providing information, for example, age, place of residence <p>Beginner: My Classroom:</p> <ul style="list-style-type: none"> exchanging greetings, for example, formal greetings with teachers; informal greetings with peers 	Unit 01: Greetings and Introductions	1. Introduction: Greetings and Introductions 2. Vocabulary Practice: Greetings and Introductions 3. Listening Comprehension: Greetings and Introductions 4. Reading Comprehension: Greetings and Introductions 5. Writing: Greetings and Introductions 6. Speaking: Greetings and Introductions 7a. Grammar - Formality: Greetings and Introductions 7b. Grammar - Questions and Negatives: Greetings and Introductions 8. Authentic Task: Greetings and Introductions 8. Extra for Experts: Greetings and Introductions Beginner: Unit 1 Beginner U1 Assessment Auto-marked
<p>Beginner: My Classroom</p>	Unit 02: The Classroom	1. Introduction: The Classroom 2. Vocabulary Practice: The Classroom

<ul style="list-style-type: none"> ● responding to classroom instructions ● asking for permission, assistance, clarification, etc. ● identifying classroom objects ● describing the classroom 		3. Listening Comprehension: The Classroom 4. Reading Comprehension: The Classroom 5. Writing: The Classroom 6. Speaking: The Classroom 7a. Grammar - Nouns: The Classroom 7b. Grammar - Articles: The Classroom 7c. Grammar - Avere (to have): The Classroom 8. Authentic Task: The Classroom 8. Extra for Experts: The Classroom Beginner: Unit 2 Beginner U2 Assessment Auto-marked
<p>Beginner: My personal world:</p> <ul style="list-style-type: none"> ● providing information, for example, age, place of residence <p>Beginner: This is me:</p> <ul style="list-style-type: none"> ● sharing thoughts about what makes me who I am – my language, my culture, my country 	<p>Unit 03: Countries and Nationalities</p>	1. Introduction: Countries and Nationality 2. Vocabulary Practice: Countries and Nationality 3. Listening Comprehension: Countries and Nationality 4. Reading Comprehension: Countries and Nationality 5. Writing: Countries and Nationality 6. Speaking: Countries and Nationalities 7a. Grammar - Essere (to be): Countries and Nationality 7b. Grammar - Subject Pronouns: Countries and Nationality

		7c. Grammar - Adjectives of Nationality: Countries and Nationality 7d. Grammar - Summary Quiz: Countries and Nationality 8. Authentic Task: Countries and Nationalities 8. Extra for Experts: Countries and Nationality Beginner: Unit 3 Beginner U3 Assessment Auto-marked
<p>Beginner: My Personal World:</p> <ul style="list-style-type: none"> • describing oneself. • describing friends. 	<p>Unit 04: Describing People</p>	1. Introduction: Describing People 2. Vocabulary Practice: Describing People 3. Listening Comprehension: Describing People 4. Reading Comprehension: Describing People 5. Writing: Describing People 6. Speaking: Describing People 7a. Grammar - Avere: Describing People 7b. Grammar - Essere: Describing People 7c. Grammar - Adjectives: Describing People 8. Authentic Task: Describing People 8. Extra for Experts: Describing People Beginner: Unit 4

		Beginner U4 Assessment Auto-marked
<p>Beginner: My personal world:</p> <ul style="list-style-type: none"> identifying family members and significant people in my life <p>Beginner: My personal world:</p> <ul style="list-style-type: none"> describing the people who are important to me, for example, <i>ma famille et mes parents, mes amis, mes grands-parents</i> 	Unit 05: Family and Pets	1. Introduction: Family and Pets
		2. Vocabulary Practice: Family and Pets
		3. Listening Comprehension: Family and Pets
		4. Reading Comprehension: Family and Pets
		5. Writing: Family and Pets
		6. Speaking: Family and Pets
		7a. Grammar - Avere: Family and Pets
		7b. Grammar - Possessive Adjectives: Family and Pets
		7c. Grammar - Possessive Pronouns: Family and Pets
		8. Authentic Task: Family and Pets
		8. Extra for Experts: Family and Pets
		Beginner: Unit 5
		Beginner U5 Assessment Auto-marked
		<p>Beginner: Let's celebrate!</p> <ul style="list-style-type: none"> celebrating special occasions with family and friends identifying food and dishes associated with celebrations learning about important national days and celebrations
2. Vocabulary Practice: Dates and Birthdays		
3. Listening Comprehension: Dates and Birthdays		
4. Reading Comprehension: Dates and Birthdays		
5. Writing: Dates and Birthdays		

<ul style="list-style-type: none"> identifying special occasions celebrated with family and friends learning about important national days and celebrations 		6. Speaking: Dates and Birthdays 7a. Grammar - Avere: Dates and Birthdays 7b. Grammar - Writing the Date: Dates and Birthdays 7c. Grammar - Cognates: Dates and Birthdays 8. Authentic Task: Dates and Birthdays 8. Extra for Experts: Dates and Birthdays Beginner: Unit 6 Beginner U6 Assessment Auto-marked
<p>Beginner: Let's Eat!</p> <ul style="list-style-type: none"> discussing familiar Italian food introduced into Australian diet using modelled structured expressions about likes/dislikes and providing other information about food, for example, healthy choices, food pyramid 	<p>Unit 07: Meals and Likes/dislikes of Food</p>	1. Introduction: Meals and Liking/Disliking Food 2. Vocabulary Practice: Meals and Liking/Disliking Food 3. Listening Comprehension: Meals and Liking/Disliking Food 4. Reading Comprehension: Meals and Liking/Disliking Food 5. Writing: Meals and Liking/Disliking Food 6. Speaking: Meals and Liking/Disliking Food 7a. Grammar - Mangiare: Meals and Liking/Disliking Food 7b. Grammar - Bere: Meals and Liking/Disliking Food 7c. Grammar - Piacere: Meals and Liking/Disliking Food 8. Authentic Task: Meals and Liking/Disliking Food

		8. Extra for Experts: Meals and Liking/Disliking Food Beginner: Unit 7 Beginner U7 Assessment Auto-marked
	Unit 08: School subjects	1. Introduction: School Subjects 2. Vocabulary Practice: School Subjects 3. Listening Comprehension: School Subjects 4. Reading Comprehension: School Subjects 5. Writing: School Subjects 6. Speaking: School Subjects 7a. -ARE Verbs: School Subjects 7b. Grammar - Piacere (to like): School Subjects 8. Authentic Task: School Subjects 8. Extra for Experts: School Subjects Beginner: Unit 8 Beginner U8 Assessment Auto-marked
Beginner: How I pass my Time: <ul style="list-style-type: none"> describing activities, for example, <i>suono la chitarra; ascolto la</i> 	Unit 09: Leisure Activities	1. Introduction: Leisure Activities 2. Vocabulary Practice: Leisure Activities 3. Listening Comprehension: Leisure Activities 4. Reading Comprehension: Leisure Activities

<p><i>musica; gioco a tennis; faccio molto sport; Mi piace molto ...</i></p>		<p>5. Writing: Leisure Activities</p> <p>6. Speaking: Leisure Activities</p> <p>7a. Grammar - ARE Verbs + Piacere: Leisure Activities</p> <p>7b. Grammar - Fare (to do/make): Leisure Activities</p> <p>7c. Grammar - Andare (to go): Leisure Activities</p> <p>7d. Grammar - ERE Verbs: Leisure Activities</p> <p>8. Authentic Task: Leisure Activities</p> <p>8. Extra for Experts: Leisure Activities</p> <p>Beginner: Unit 9</p> <p>Beginner U9 Assessment Auto-marked</p>
<p>Beginner: Where I call home:</p> <ul style="list-style-type: none"> describing my house(s)/my home(s), for example, rooms, furniture, etc. sharing explanations about 'favourite place at home' explaining where I go in my neighbourhood 	<p>Unit 10: My House</p>	<p>1. Introduction: My House</p> <p>2. Vocabulary Practice: My House</p> <p>3. Listening Comprehension: My House</p> <p>4. Reading Comprehension: My House</p> <p>5. Writing: My House</p> <p>6. Speaking: My House</p> <p>7a. Grammar - Adjectives: My House</p> <p>7b. Grammar - ERE/IRE Verbs: My House</p> <p>7c. Grammar - Adverbs and Prepositions: My House</p> <p>8. Authentic Task: My House</p> <p>8. Extra for Experts: My House</p> <p>Beginner: Unit 10</p>

		Beginner U10 Assessment Auto-marked
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