Italian Stage 4 – sample scope and sequence (100 hours)

Contents

[Rationale 2](#_Toc161991162)

[Italian Stage 4 – sample scope and sequence for the mandatory 100 hours 4](#_Toc161991163)

[Support and alignment 14](#_Toc161991164)

[Evidence base 16](#_Toc161991165)

# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Italian Stage 4 – sample scope and sequence for the mandatory 100 hours

This scope and sequence is for the 100-hour mandatory course and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the student-facing infographic (PDF) gives students a visual guide of their learning. You can access an [editable version](https://www.canva.com/design/DAF-Hurr7Zc/odHsOygQSmmyRul887OAhQ/view?utm_content=DAF-Hurr7Zc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context.

Italian Stage 4 Scope and sequence - student-facing infographic.



Table 1 – Italian 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Hi! What’s your name?**  ***Ciao! Come ti chiami?***  Students use culturally-appropriate language to greet people and introduce themselves and others.  Students exchange information about themselves.  Students discuss shared likes and dislikes, in order to start developing friendships and connections.  Students develop communication strategies to interact in Italian. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Greet people in a manner that is culturally appropriate, at different times of day and in a range of contexts. * Introduce self and others, using *io, tu* and *lui/lei* verb forms. * Understand and exchange information about yourself and peers, including age, birthday, nationality and hometown*.* * Discuss simple likes and dislikes (with nouns), for example, *Non mi piace lo sport*; *Mi piacciono gli animali.* * Identify similarities using *anch’io* and *neanch’io*. * Seek clarification, for example, *Come si dice…in italiano/inglese?*; *Non capicso*; *Può ripetere?* | **Interacting (ML4-INT-01)**  Your school is about to receive a group of exchange students from Italy and you are practising for their arrival.  This task is to be completed in pairs or groups of 3, taking turns in both roles. One person will take the role of the Italian exchange student (Student A), and the other, a student from the host school (Student B). Student B will receive a profile card[[1]](#footnote-1) containing:   * **their name** * **age** * **birthday** * **nationality** * **hometown** * **likes and dislikes.**   Student A will ask Student B questions about their profile to complete a table[[2]](#footnote-2) with the information they collect.  Be prepared to ask for clarification as you may not understand everything your partner says to you!  **Understanding texts (ML4-UND-01)**  With reference to Student B’s responses, indicate 2 reasons why (or why not) you think you may become friends, in English.  Once the interaction is complete, you will reverse roles using a different profile card so that you both have a turn at asking and answering questions. |
| Term 2  10 Weeks | **Do you like school?**  ***Ti piace la scuola?***  Students exchange information about school subjects, including likes, dislikes and strengths, with reasons.  Students discuss their school day, including the time school and breaks start and finish, and compare it with the typical school day in Italy.  Students describe the personality of people at school.  Students share information about how they get to and from school. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * **Identify school subjects, and express when you have them, for example, *Ho matematica giovedì alle nove.*** * **Share opinions about school subjects, for example,** *La storia è interessante*; *La musica è noiosa.* * **Identify the days of the week.** * **Exchange and understand information about the structure of the school day, for example, *La scuola comincia/finisce alle…*;** ***Mangio all’una.*** * Discuss subject preferences and strengths with reasons, for example *Non mi piace l'inglese perché è difficile***; *Sono bravo/a in [*subject*]…perché è…*; *La mia materia preferita è…*** * **Describe the personality of people at school, for example, *il Signor Rossi è gentile.*** * **Discuss and compare how you get to school and return home, for example, *Arrivo a scuola a piedi ma torno a casa in macchina.*** | **Creating texts (ML4-CRT-01)**  Create an audio-visual presentation, using PowerPoint or similar, to introduce yourself and your school to a potential exchange student from Italy. In your presentation include:   * **when school starts and finishes** * **how you get to and from school** * **2 subjects you like and one subject you don't like, with different reasons** * **your favourite subject, why you like it and when you have it** * **your favourite teacher, with reason(s) in relation to their personality** * **a teacher you don’t like, with reason(s), in relation to their personality.** |
| Term 3  10 weeks | **Let’s eat!**  ***Mangiamo!***  Students exchange information about foods and drinks, including likes and dislikes, with reasons.  Students explore different mealtimes in Italy and how they compare to Australia or students’ home cultures.  Students order items from a menu, make suggestions, offer recommendations and justify their choices. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Understand and exchange information about common foods and drinks consumed at mealtimes in their own culture. * Discuss opinions about foods and drinks and why you like and don’t like them using adjectives, for example, *Mi piace l’insalata perché fa bene*; *Mi piacciono gli spaghetti perché sono deliziosi*; *Non mi piace il pane perché è schifo.* * Understand information about mealtimes in Italy and how they may vary from other cultures, for example, the types of food and when the main meal is eaten. * Access information on a menu, including categories and prices, and use appropriate structures to order food at a restaurant or takeaway outlet, for example, *Per primo prendo…, per favore. Da bere…* | **Interacting (ML4-INT-01)**  **During your stay in Italy, you are taking a new friend out for dinner to thank them for their hospitality. In pairs, use the menu provided by your teacher to discuss your food preferences and to order (your wait person will be played by a third student**[[3]](#footnote-3)**, with cue cards).**  **In your conversation, each student includes:**   * **at least 2 questions about your partner’s food and/or drink likes and dislikes** * **at least one like and one dislike regarding the items on the menu, with reasons** * **their order, using appropriate phrases, including at least 2 foods from different menu categories, and one drink** * **a question to your partner regarding one of the dishes** * **a comment about one of the dishes.** |
| Term 4  10 weeks | **This weekend**  ***Questo fine settimana***  Students discuss activities they like and don’t like.  Students say where they like to go and what they like to do there.  Students make plans for the weekend, including time, place and transport. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Share information about likes and dislikes with verbs, for example, *Mi piace molto leggere*; *Ti piace giocare a basket?* * Identify common activities teenagers like to do, and where, in Italy and Australia, for example, *Mi piace andare alla spiaggia per nuotare*; *A loro piace andare in città per fare lo shopping*; *Preferisco andare al parco per giocare a calcio*; *Non gli piace leggere a casa.* * Express how to get to locations using the present tense of *andare* with different modes of transport, for example *vado alla spiaggia in autobus*; *Andiamo in città in treno.* * Make plans with a friend to do something together on the weekend, including when and where to meet, for example, *Ci troviamo alla fermata dell’autobus/alla stazione/a casa mia/a casa tua/in centro,/alla spiaggia/al cinema alle nove.* | **Understanding texts (ML4-UND-01)**  While you are in Italy, you receive messages from 3 of your Italian friends describing the activities they like and dislike. Each message includes one activity they have planned for the weekend. Read the messages and complete the PMI (plus, minus, interesting) chart for each message so you can decide who you would like to spend your weekend with.  **Creating texts (ML4-CRT-01)**  Send a text to your chosen friend, suggesting 2 activities for next weekend. For each activity, identify:   * what the activity is, including location * the day you will do the activity * how you will get to the activity * where and when you will meet for the activity. |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Please complete this [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

# Support and alignment

**Resource evaluation and support**: All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** Further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: Further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468)

**Alignment to the School Excellence Framework**: This resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: Modern Languages K–10 Syllabus

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: 100-hour scope and sequence

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 14 February 2024

**Rights**: © State of New South Wales, Department of Education

# Evidence base

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au](https://curriculum.nsw.edu.au/).

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).



This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.

1. Teacher to provide profile cards that include the necessary information. [↑](#footnote-ref-1)
2. The table will be provided by the teacher. [↑](#footnote-ref-2)
3. Students take turns playing the role of the wait person. **They are not assessed in this role – it is only to support the interactions.** Students are only assessed when they are being ‘customers’. [↑](#footnote-ref-3)