

Victorian Curriculum F–10 Version 2.0: Italian Secondary

Victorian Association of Teachers
of Italian
Friday 1 May 2026

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



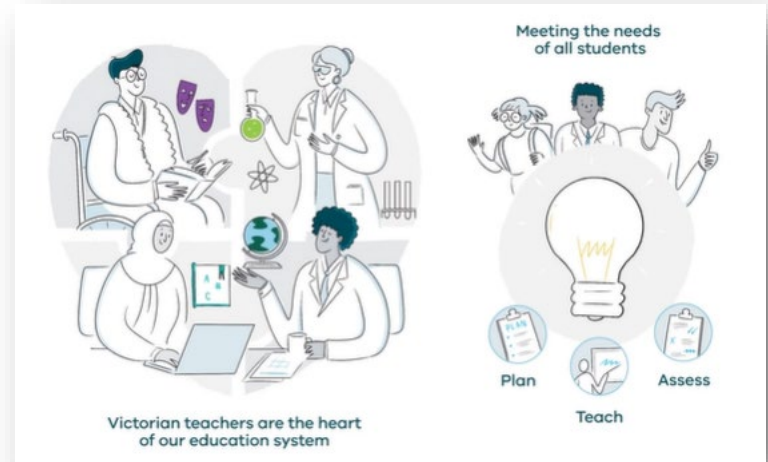
Know and Understand the Victorian Curriculum F–10 Version 2.0



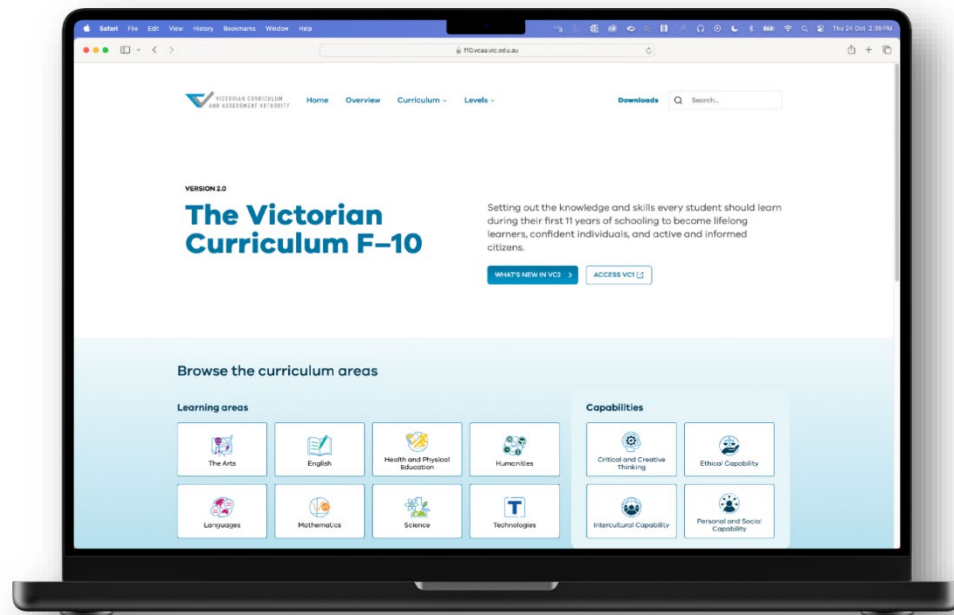
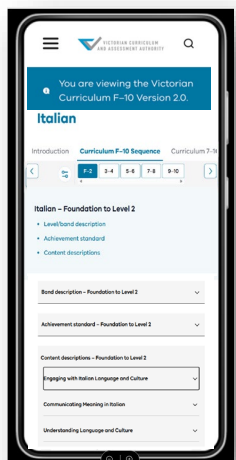
[Watch](#) animation

Introducing the Victorian Curriculum F–10 Version 2.0

- The Victorian Curriculum F–10 Version 2.0 is now being implemented in schools
- This animation can be used with school leaders and teachers as an introduction to the curriculum
- [Find the animation](#) on the VCAA's Resource Hub.



Victorian Curriculum F–10 Version 2.0 website



Website updates – 2026

Available now

Resource Hub

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

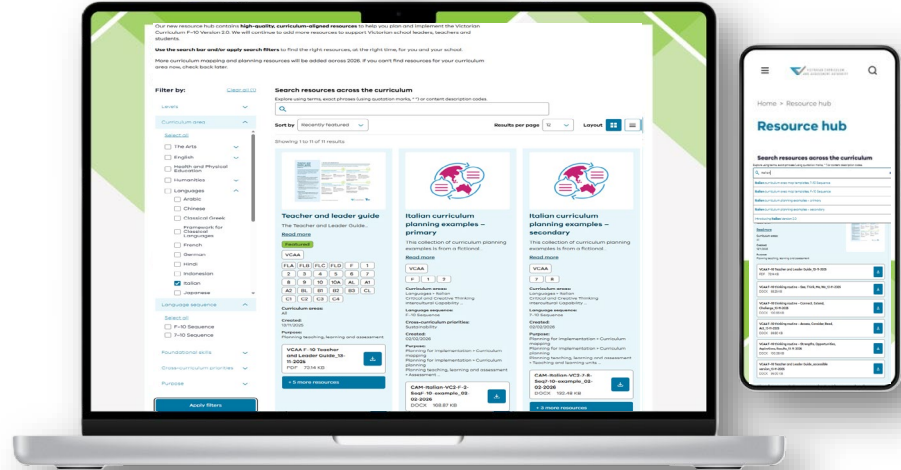
Curriculum download functionality

- 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 Version 2.0 website](#) and familiarise yourself with the website and learn the structure and content of the curriculum areas. This will build your understanding of the curriculum purpose and priorities.

Rationale and Aims explains why the curriculum area is a valuable and important area of learning and describes the most learning that students will demonstrate as a result of being taught this curriculum area.

Learning to practice present information about another description core concepts for the curriculum area. It may also include other key considerations to support teachers and leaders.

Getting started

1. **Determine the content** of your role, and the role of the school.

2. **Engage with the resources** to confirm your understanding.

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 resources 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 better know and understand my focus Version 2.0 curriculum?

Suggested thinking routine

See, Think, No, Yes

Scope and sequence

The achievement standards and content descriptions in curriculum areas 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 better know and understand how the focus Version 2.0 curriculum is scoped and sequenced?

Introducing Italian Version 2.0

The revised Victorian Curriculum F-10 Italian will give Victorian students the best opportunity to thrive in an increasingly global and multicultural world, while the ability to communicate meaningfully across linguistic and cultural barriers is highly valued.

Italian Version 2.0 is more streamlined, with improved clarity and outcomes, making a easier for teachers to plan, assess and report on student learning. It also continues to support students' readiness for Italian as well as critical input from students and educational experts.

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

A simplified and more manageable structure

- Italian Version 2.0 will improve the learnability and manageability of the curriculum, through a simplified structure, an improved progression and the removal of duplicated content.
- The number of units of learning have been retained and retained Communicating Meaning in Italian and Investigating in Italian.
- The sub-strands **Discovering**, **Investigating** and **Creating** have been refined and reorganised as **Discovering**, **Investigating** and **Creating** and **Reflecting**.

Foundation to Level 2

- The structure of Foundation to Level 2 has been improved, with the inclusion of a third, 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 content is presented in the **Italian Language and Culture** section of the **Victorian Curriculum F-10 Italian**.
- The **Victorian Curriculum F-10 Italian** is now presented in a more streamlined structure, reflecting the different levels of developmental progression of the early years and also streamlines the alignment with the **Victorian Curriculum F-10 Italian** and the **Victorian Curriculum F-10 Italian**.

Clearer achievement standards and content descriptions

- At 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 knowledge to engage with and meet student skill development in Italian.

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.

Teacher and leader guide

Victorian Curriculum F–10 Version 2.0

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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



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.

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VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Italian 7–10 Sequence curriculum area plan – secondary school example

Key:

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.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18						
Year 7	Semester 1 (Years 1 and 2)		Semester 2 (Years 3 and 4)		Semester 1 (Years 5 and 6)		Semester 2 (Years 7 and 8)		Semester 1 (Years 9 and 10)		Semester 2 (Years 11 and 12)		Semester 1 (Years 13 and 14)		Semester 2 (Years 15 and 16)		Semester 1 (Years 17 and 18)		Semester 2 (Years 19 and 20)					
	7.1 Learning a new language: A new way of writing (or of oral communication) (Vocabulary) (Culture and customs)		7.2 My personal voice: Introducing myself – Different types of families, pets, who I am (Numbers or age) (Hours and adjectives) (Possessives) (Includes likes and dislikes) (Explore language and culture in the classroom)		7.3 My classroom: Greetings and introductions (Barriers: classroom expressions) (Affirm and negate: understanding)		7.4 Where we live: Home, transport and understanding directions (Interrogatives and verb tenses) (Language and time) (Practical Time: Adjectives) (Using public transport)		7.5 My favourite things: Hobbies, local neighbourhood and where I go (Use prepositions and connectives) (Vocabulary for addresses, locations and destinations) (Place, school, park, street)		7.6 How I pass my time: Describing activities (Weather forecasts) (Days and hours: relating to activities and hobbies) (The seasons) (Days and days of the week)		7.7 Let's eat Italian food: Comparing foods, food preferences, buying and ordering (Introduction to adjectives) (Express likes and dislikes) (Food menu) (Place: food – drinks, hygiene practices)		7.8 Let's celebrate special days: Cities Customs Festivals		7.9 Australia and Italy: Geography, cities, landmarks and the Italian diaspora (Locations) (Place names and geographical nouns and adjectives) (Flags and emblems)		7.10 Celebrating my culture and tradition: Festivals and holidays (Religious observances) (The seasons and adjectives and time: time) (Number nouns) (Date) (Give directions)		7.11 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		7.12 Planning for the future: The world of work, part-time work (Getting ready) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)	
	8.1 My personal voice: Hobbies (Go and share) (Express likes and dislikes) (Present) (Adjectives and time of day)		8.2 My classroom: Subjects and school timetable – Creativity (Comparatives) (Days of the week) (Time) (Comparatives) (Differences between the living of the school week and timetable in Australia and Italy)		8.3 Australia and Italy: Geography, cities, landmarks and the Italian diaspora (Locations) (Place names and geographical nouns and adjectives) (Flags and emblems)		8.4 Celebrating my culture and tradition: Festivals and holidays (Religious observances) (Locations) (Days: customs and choices) (State preferences)		8.5 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		8.6 Planning for the future: The world of work, part-time work (Getting ready) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)		8.7 Let's eat Italian food and dining (Food: Dining etiquette) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)		8.8 Let's eat Italian food and dining (Food: Dining etiquette) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)		8.9 Celebrating my culture and tradition: Festivals and holidays (Religious observances) (Locations) (Days: customs and choices) (State preferences)		8.10 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		8.11 Planning for the future: The world of work, part-time work (Getting ready) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)			
	9.1 Myself and others: What do you like and feel, and what do you like and feel (Express likes and dislikes and to discuss feelings)		9.2 Class and school environment: Class routines and activities (Review days of the week, times and related activities)		9.3 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		9.4 Celebrating my culture and tradition: Festivals and holidays (Religious observances) (Locations) (Days: customs and choices) (State preferences)		9.5 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		9.6 Planning for the future: The world of work, part-time work (Getting ready) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)		9.7 Let's eat Italian food and dining (Food: Dining etiquette) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)		9.8 Celebrating my culture and tradition: Festivals and holidays (Religious observances) (Locations) (Days: customs and choices) (State preferences)		9.9 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		9.10 Planning for the future: The world of work, part-time work (Getting ready) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)					
	10.1 Understanding myself and others: Opinions (Language and grammatical expressions such as: ...because)		10.2 Living in the 21st century: Influence of technology (Smartphones, apps and social media) (Text language)		10.3 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		10.4 Celebrating my culture and tradition: Festivals and holidays (Religious observances) (Locations) (Days: customs and choices) (State preferences)		10.5 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		10.6 Planning for the future: The world of work, part-time work (Getting ready) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)		10.7 Let's eat Italian food and dining (Food: Dining etiquette) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)		10.8 Celebrating my culture and tradition: Festivals and holidays (Religious observances) (Locations) (Days: customs and choices) (State preferences)		10.9 My home and neighbourhood: An ideal sustainable home and environment (Hours) (Adjectives) (Verbs: Express wishes and desires) (Vocabulary: hobby) (Sustainability)		10.10 Planning for the future: The world of work, part-time work (Getting ready) (Care: wishes and requests) (Express likes, dislikes and preferences) (Religious: Coffee and pasta culture)					

Some elements in this plan draw upon the F-10 Australian Curriculum: Italian Language Support Resources, [9-10.2.2](#), licensed CC-BY 4.0

Created by: VCAA Example School, Example Secondary School
Date created: January 2018 Date for review: June 4, 2020

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Curriculum Area Plan: 7–10

Italian 7–10 Sequence curriculum area plan – secondary 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.

Hints:

- 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 context
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	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Year 7	Semester 1 (Terms 1 and 2)	7.1 Learning a new language: A new way of writing Grammar Vocabulary Culture boot camp.			7.2 My personal world: Introducing myself – Different types of families, pets, who I am Numbers for age Nouns and adjectives Possessives Indicate likes and dislikes Explore languages and cultures in the classroom.					7.3 My classroom: Greetings and introductions Standard classroom expressions Affirm and negate understanding.					7.4 Where I call home: My home town Use prepositions and locatives.					
	Semester 2 (Terms 3 and 4)	7.5 Let's eat Italian foods: Comparing foods, meal preferences, buying and ordering Introduction to adjectives Express likes and dislikes Read a menu Fast food Prices Payment methods.					7.6 Let's celebrate special days Dates Months Interrogatives.		7.7 Let's explore where we live: Places, transport and understanding directions Interrogatives and verbs relating to transport and travel. Particles Time Adjectives Using public transport.								Understand...			
Year 8	Semester 1 (Terms 1 and 2)	8.1 My personal world: Hobbies I do and share Express likes and dislikes Frequency Adjectives and time of day.			8.2 My classroom: Subjects and school timetable – Country comparisons Days of the week Time Comparatives Differences between the timing of the school week and timetable in Australia and Italy.					8.3 Australia and Italy: Geography, cities, landmarks and the Italian diaspora Locatives Place names and geographical nouns and adjectives Flags and anthems.					8.4 Recreation, routines and responsibilities: Daily routines Time Activity preferences.					
	Semester 2 (Terms 3 and 4)	8.5 Myself and others: Describing features and personality Create profiles – wanted poster and lost pet notice Use nouns and adjectives.			8.6 Celebrating my culture and tradition: Seasons and festivals Important celebrations Locatives Give options and choices State preferences.					8.7 Holidays and travelling: Travel preparations and holiday rituals Understand directions The seasons and Aboriginal and Torres Strait Islander seasons Dates Larger numbers Give directions.					8.8 Let's eat: Italian food and eating Food Dining etiquette Cafe menus and role-play Express likes, dislikes and preferences <i>Passaggiata</i> Coffee and gelato culture.					
Year 9	Semester 1 (Terms 1 and 2)	9.1 Myself and others: What I do, like and feel, now and then Present and past tense verbs to describe things I do, my likes and dislikes and to discuss feelings.			9.2 Class and school environment: Class routines and activities Revise days of the week, times and related activities.					9.3 My home and neighbourhood: An ideal sustainable home and environment Nouns Adjectives Verbs Express wishes and desires Vocabulary relating to sustainability.					Food Dining etiquette Cafe menus and role-play Express likes, dislikes and preferences <i>Passaggiata</i> Coffee and gelato culture.					
	Semester 2 (Terms 3 and 4)	9.5 Australian and Italian influences: Italian culture and worldwide influences Made in Italy Fashion designers Italian brands The Industrial Revolution The Renaissance.			9.6 The significance of celebrations and festivals Gift giving Religious celebrations Valentine's Day Carnevale and Sagre Italian celebrations in Australia.					9.7 Holidays and travelling: Describing a past holiday and planning Ecotourism Past, conditional and future tenses of relevant verbs Locatives.					9.8 Let's eat: Italian food and eating Food Dining etiquette Cafe menus and role-play Express likes, dislikes and preferences <i>Passaggiata</i> Coffee and gelato culture.					
Year 10	Semester 1 (Terms 1 and 2)	10.1 Understanding myself and others: Opinions Language and grammatical expressions such as "I think ... because ...".			10.2 Living in the 21st century: Influence of technology Smartphones, apps and social media Tech language.					10.3 My home and community: Being responsible for sustaining my environment Vocabulary and grammar relating to recycling, water conservation and sustainability.					10.4 Eating in and eating out: Planning an outing to an Italian restaurant Transport and provide directions Notice the weather Participate in a...					
	Semester 2 (Terms 3 and 4)	10.5 Australian and Italian connections: The Italian diaspora and migration to Australia Four waves of migration – characteristics and background.					10.6 School life in Italian and Australian contexts: Comparisons Vocabulary and grammar for comparing and for giving and justifying opinions.					10.7 A trip to Italy: The value of a language exchange program in Italy Vocabulary and grammar for stating, evaluating and justifying opinions.					10.8 Let's eat: Italian food and eating Food Dining etiquette Cafe menus and role-play Express likes, dislikes and preferences <i>Passaggiata</i> Coffee and gelato culture.			
	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	

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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 7–10 Sequence Levels 7 and 8 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 sentences	Y/N
1. By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts.	✓
2. They recognise and respond to familiar gestures, questions and instructions when interacting with others.	✓
3. They locate and respond to information in texts and use visual and contextual cues to help make meaning.	✓
4. They respond in Italian or English, and demonstrate their understanding of context, purpose and audience in texts.	✓
5. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.	✓
6. Students begin to use pronunciation, intonation and rhythm in spoken Italian to develop fluency.	✓
7. They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication.	✓
8. They comment on aspects of Italian and English language structures and features, using some metalanguage.	✓
9. They understand how aspects of language and culture contribute to their own and others' identity.	✓

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

The screenshot shows the 'Curriculum 7-10 Sequence' page for Italian. The page has a navigation bar with 'INTRODUCTION', 'CURRICULUM F-10 SEQUENCE', 'CURRICULUM 7-10 SEQUENCE' (highlighted), 'SCOPE AND SEQUENCE', and 'RESOURCES'. Below the navigation bar, there are buttons for 'Multi-view', 'Focus view', and 'Full view'. A 'Customise +0' button and 'Levels 7-8 9-10' are also present. There are 'Expand all' and 'Collapse all' buttons. The main content area shows two columns: 'Levels 7 and 8' and 'Levels 9 and 10'. Each column has a 'Band description' dropdown and an 'Achievement standard' section. The 'Achievement standard' section for Levels 7 and 8 is expanded, showing the text: 'By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create...'. There is a 'Show more' link and a 'COPY' button below the text. The 'Achievement standard' section for Levels 9 and 10 is also expanded, showing the text: 'By the end of Level 10, students initiate and sustain Italian to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Italian or English, adjusting their language to convey meaning and to suit context, purpose and...'. There is a 'Show more' link and a 'COPY' button below the text.

Curriculum area map

2.0

Italian 7–10 Sequence Levels 7 and 8 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

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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 sentences	Y/N
1. By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts.	✓
2. They recognise and respond to familiar gestures, questions and instructions when interacting with others.	✓
3. They locate and respond to information in texts and use visual and contextual cues to help make meaning.	✓
4. They respond in Italian or English, and demonstrate their understanding of context, purpose and audience in texts.	✓
5. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.	✓
6. Students begin to use pronunciation, intonation and rhythm in spoken Italian to develop fluency.	✓
7. They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication.	✓
8. They comment on aspects of Italian and English language structures and features, using some metalanguage.	✓
9. They understand how aspects of language and culture contribute to their own and others' identity.	✓

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

Curriculum 7-10 Sequence

Customise • 0 Levels 7-8 9-10

Levels 7 and 8 Levels 9 and 10

Band description – Levels 7 and 8 Band description – Levels 9 and 10

Achievement standard – Levels 7 and 8

By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create...

Achievement standard – Levels 9 and 10

By the end of Level 10, students initiate and sustain Italian to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Italian or English, adjusting their language to convey meaning and to suit context, purpose and...

Content descriptions – Levels 7 and 8

Communicating Meaning in Italian

Interacting in Italian

Students learn to:

Interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds

VC2LIT8CM01

ELABORATIONS COPY

Content descriptions – Levels 9 and 10

Communicating Meaning in Italian

Interacting in Italian

Students learn to:

Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds

VC2LIT10CM01

ELABORATIONS COPY

Strand	Communicating Meaning in Italian											
	Sub-strand	Interacting in Italian						Mediating meaning in and between languages				
		Content description (CD)	interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds VC2LIT8CM01		develop language to interact in exchanges, routines and tasks related to their classroom and interests VC2LIT8CM02		engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment VC2LIT8CM03		locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LIT8CM04		develop and apply strategies to interpret and respond to Italian texts, and to convey meaning and intercultural understanding in Italian in familiar contexts VC2LIT8CM05	
Teaching and learning unit	Semester, year	CD	AS no.	CD	AS no.	CD	AS no.	CD	AS no.	CD	AS no.	
7.1 Learning a new language: A new way of writing Grammar Vocabulary Culture boot camp.	1, 7	✓	6	□		□		□		□		
7.2 My personal world: Introducing myself – Different types of families, pets, who I am Numbers for age Nouns and adjectives Possessives Indicate likes and dislikes Explore languages and cultures in the classroom.	1, 7	✓	6	✓	5	✓	4	□		□		
7.3 My classroom: Greetings and introductions Standard classroom expressions Affirm and negate understanding.	1, 7	✓	6	✓	2, 6	□		□		□		
7.4 Where I call home: My house(s), local neighbourhood and where I go Use prepositions and locatives Vocabulary for addresses, locations and destinations – house, school, park, streets.	1, 7	✓	6	✓	5	✓	4	□		□		
7.5 Let's eat Italian foods: Comparing foods, meal preferences, buying and ordering Introduction to adjectives Express likes and dislikes Read a menu Fast food Prices Payment methods.	2, 7	✓	6	□		□		✓	3	✓	7	
7.6 Let's celebrate special days Dates Months Interrogatives.	2, 7	□		✓	5	✓	5	✓	3	□		
7.7 Let's explore where we live: Places, transport and understanding directions Interrogatives and verbs relating to transport and travel Particles Time Adjectives Using public transport.	2, 7	✓	5	✓	2	□		□		□		
7.8 How I pass my time: Describing activities Understand the weather forecast Verbs and nouns relating to activities and hobbies The seasons Align dates and days with activities.	2, 7	✓	6	□		□		✓	4	□		
8.1 My personal world: Hobbies I do and share Express likes and dislikes Frequency Adjectives and time of day.	1, 8	□		□		□		□		□		
8.2 My classroom: Subjects and school timetable – Country comparisons Days of the week Time Comparatives Differences between the timing of the school week and timetable in Australia and Italy.	1, 8	□		□		□		□		✓	4	

Creating text in Italian

create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions

VC2LIT8CM06

<p>7.4 Where I call home: My house(s), local neighbourhood and where I go</p> <p>Use prepositions and locatives Vocabulary for addresses, locations and destinations – house, school, park, streets.</p>	<p>Formative assessment</p> <p>Students complete a quiz and cloze activities using vocabulary they will require to complete a classroom project about their house and neighbourhood (reading, writing).</p>	4, 5, 6, 7
	<p>Summative assessment</p> <p>Students respond to questions about their house and neighbourhood, either verbally or in writing (speaking or writing).</p>	4, 5, 6, 7
<p>7.5 Let's eat Italian foods: Comparing foods, meal preferences, buying and ordering</p> <p>Introduction to adjectives Express likes and dislikes Read a menu Fast food Prices Payment methods.</p>	<p>Formative assessment</p> <p>Students use online tools to complete a class quiz on singular and plural forms for things they like and dislike, and on definite articles (reading, writing).</p>	3, 4, 6, 7
	<p>Summative assessment</p> <p>Students participate in interviews about their likes and dislikes, using a menu and illustrations as prompts (speaking).</p>	3, 4, 6, 7
<p>7.6 Let's celebrate special days</p> <p>Dates Months Interrogatives.</p>	<p>Formative assessment</p> <p>Students complete a cloze exercise, referring to a calendar to complete dates in words (reading, writing).</p>	3, 5, 8, 9
	<p>Summative assessment</p> <p>Students complete a listening comprehension exercise to identify key dates on a calendar (listening).</p>	3, 5, 8, 9

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

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Example teaching and learning unit: 8.8 Let's eat: Italian food and eating

Italian 7–10 Sequence, Levels 7 and 8

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>Overview</p> <p>This unit includes content on food, dining etiquette, cafe menus, <i>la passeggiata ritual</i>, as well as coffee and gelato culture.</p> <p>In the unit, students will expand on previously learned language that relates to using adjectives, expressing likes and dislikes, reading a menu, and understanding prices and payment methods. This includes justifying menu choices based on personal preference, tradition, speed, convenience, appearance and the desire to try something new. They will become familiar with dining etiquette, cafe menus and the language used in a restaurant setting. They will discuss preferences and communicate menu choices in a restaurant, justifying their choices and preferences (e.g. flavour, appearance, convenience, novelty, interest). They will demonstrate these skills and knowledge in a range of formative and summative assessment tasks. The summative assessment task for this unit will be a role-play of a dialogue between a customer and a waiter, set in an Italian restaurant, designed, practised and performed in pairs.</p> <p>Duration</p> <p>This unit is designed for 2 lessons per week of approximately 75 minutes each over a period of 5 weeks (or equivalent). The Department of Education recommends that language programs are delivered for a minimum of 150 minutes per week, spread as evenly as possible across the week.</p> <p>Language elements</p> <p>Students will revise previously learned vocabulary and grammatical structures relating to food and eating out in Italy and learn new vocabulary including definite articles, adjectives and expressions relating to likes</p>	<p>Student data and information</p> <p>Relevant student data may include teacher judgements, as well as 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>Students new to Italian – such as those who followed a different language program in Year 7, or those who are still familiarising themselves with Italian structures – can simplify the speaking tasks as follows:</p> <ul style="list-style-type: none">• Use Italian food names that are well known or naturalised in English (e.g. <i>spaghetti, pizza, pasta</i>).• Keep any variations they request to the menu simple and provide only basic justifications of their preferences.• Agree with the waiter's suggestions without asking for further clarification.

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Created by: VCAA Example School: Example Primary School
Date created: January 2026 Date for review: Term 4 2026

Example teaching and learning unit: 8.8 Let's eat: Italian food and eating

Italian 7–10 Sequence, Levels 7 and 8

Use this [teaching and learning unit](#) template to plan a teaching and learning unit for a specific curriculum area or multiple disciplines.

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Overview

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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 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.

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

Note: Teachers should ensure that all other parts of the achievement standard are addressed across their remaining teaching and learning units. The 7–10 Sequence includes Levels 7 and 8 and Levels 9 and 10. There is no band before focus.

N/A	Levels 7 and 8 (focus band)	Levels 9 and 10 (band after focus)
	By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts.	By the end of Level 10, students initiate and sustain Italian to exchange and compare ideas and experiences with others' personal worlds.
	They recognise and respond to familiar gestures, questions and instructions when interacting with others.	They communicate using spoken and written language to plan and reflect on activities and events.
	They locate and respond to information in texts and use visual and contextual cues to help make meaning.	They interpret and analyse information to demonstrate their understanding of different contexts.
	They respond in Italian or English, and demonstrate their understanding of context, purpose and audience in texts.	They identify and evaluate information in English, adjusting their language to context, purpose and audience.
	They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.	They use structures and features of non-Italian to create texts.
	Students begin to use pronunciation, intonation and rhythm in spoken Italian to develop fluency.	Students apply features and conventions of language to develop fluency.
	They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication.	They select and apply knowledge of language and features to interact, make meaning in written texts appropriate to different levels of communication.
	They comment on aspects of Italian and English language structures and features, using some metalanguage.	They discuss the structures and features of Italian texts using metalanguage.
	They understand how aspects of language and culture contribute to their own and others' identity.	They reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this influences their ideas and ways of communicating.

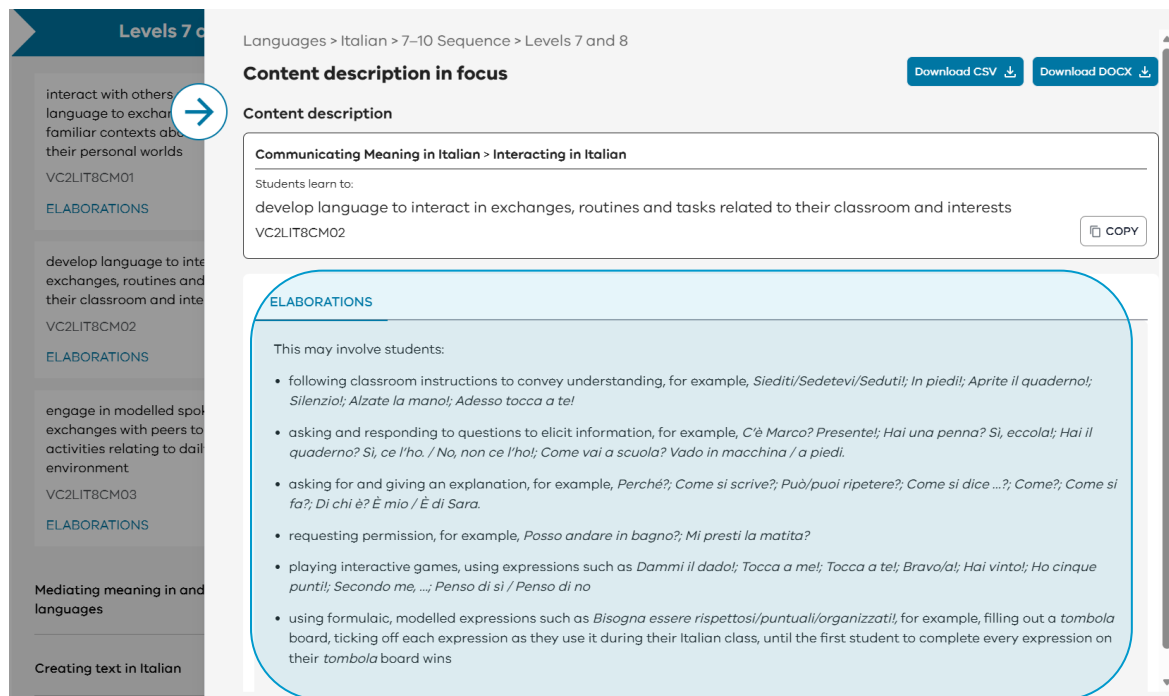
Other curriculum content

Capability	Achievement standard link(s) and assessment notes	Content description link(s) and teaching and learning notes
Intercultural Capability (Levels 7 and 8)	Students analyse the challenges and benefits of living and working in a culturally diverse society and an interconnected and culturally diverse world.	Strand: Cultural Diversity Content description: the benefits and challenges of living and working in a culturally diverse society and an interconnected and culturally diverse world VC2C18D01
Personal and Social Capability (Levels 7 and 8)	Students analyse how respectful and non-respectful relationships are expressed and experienced between diverse individuals and groups in different contexts, and reflect on the implications for themselves and others.	Strand: Social Awareness and Management Sub-strand: Relationships and diversity Content description: similarities and differences in people's values and beliefs; how they can be expressed in diverse ways in relationships VC2C18Q01
Critical and Creative Thinking (Levels 7 and 8)	... they suspend judgement to support generating and evaluating alternative ideas and possibilities and they reflect on the importance of suspending judgement.	Strand: Questions and Possibilities Content description: when and how judgement is suspended to support generating and evaluating alternative ideas and possibilities VC2C18Q02

Assessment task(s) and type(s)	Linked achievement standard(s)	Opportunities for support and/or extension
<p>Formative listening assessment</p> <p>The teacher observes how students' comprehension is developing by sharing a short spoken exchange and having students respond to multiple-choice questions about the exchange.</p>	<p>*They locate and respond to information in texts and use visual and contextual cues to help make meaning.</p> <p>They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication.*</p>	<p>Support: Allow students to use the sentence builder to formulate their responses.</p> <p>Extend: Have students reword the provided questions using inversion.</p>
<p>Summative task: Italian food and eating role-play</p> <p>(See VCAA Example assessment task: Italian food and eating role-play.)</p> <p><i>Preparation for the task</i></p> <p>Students use modelled language structures and a bank of vocabulary items, phrases and expressions to create their own 2-minute role-play with another student.</p> <p><i>Conducting the task</i></p> <p>Students deliver the role-play in front of the teacher, using props to enhance the authenticity of their performance if they wish. The teacher will decide what level of support should be provided to students when presenting their role-play, such as written or visual prompts or cue cards.</p> <p><i>Reflection</i></p> <p>After students have performed the role-play, they use English to reflect on the unique aspects of Italian culture in relation to accepting and declining offers from others and how to do this politely. They consider their own and others' cultural experiences, discussing similarities and differences.</p>	<p>*By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts.</p> <p>They recognise and respond to familiar gestures, questions and instructions* when interacting with others.</p> <p>*They respond in Italian or English, and demonstrate their understanding of context, purpose* and audience in texts.</p> <p>*They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.</p> <p>Students begin to use pronunciation, intonation and rhythm in spoken Italian to develop fluency.</p> <p>They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication.</p> <p>They understand how aspects of language and culture contribute to their own and others' identity.*</p>	<p>Support</p> <p>Students can moderate work using a supportive peer assessment approach.</p> <p>Teachers are advised to record the role-play to support the assessment process.</p> <p>A summative assessment rubric may be created to support consistency of teacher judgement and alignment with curriculum standard.</p>

Elaborations

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



The screenshot displays a webpage from the Victorian Curriculum and Assessment Authority. The page is titled 'Levels 7 and 8' and is part of a sequence for 'Languages > Italian > 7-10 Sequence > Levels 7 and 8'. The main heading is 'Content description in focus', with buttons for 'Download CSV' and 'Download DOCX'. Below this is the 'Content description' section, which includes the title 'Communicating Meaning in Italian > Interacting in Italian' and the text: 'Students learn to: develop language to interact in exchanges, routines and tasks related to their classroom and interests'. A 'COPY' button is present. The 'ELABORATIONS' section is highlighted with a blue rounded rectangle and contains a list of activities for students, such as following classroom instructions, asking and responding to questions, and using formulaic expressions in a *tombola* board game.

Levels 7 and 8

Languages > Italian > 7-10 Sequence > Levels 7 and 8

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

Content description

Communicating Meaning in Italian > Interacting in Italian

Students learn to:
develop language to interact in exchanges, routines and tasks related to their classroom and interests

VC2LIT8CM02 [COPY](#)

ELABORATIONS

This may involve students:

- following classroom instructions to convey understanding, for example, *Siediti/Sedetevi/Seduti!; In piedi!; Aprite il quaderno!; Silenzio!; Alzate la mano!; Adesso tocca a te!*
- asking and responding to questions to elicit information, for example, *C'è Marco? Presente!; Hai una penna? Sì, eccola!; Hai il quaderno? Sì, ce l'ho. / No, non ce l'ho!; Come vai a scuola? Vado in macchina / a piedi.*
- asking for and giving an explanation, for example, *Perché?; Come si scrive?; Può/puoi ripetere?; Come si dice ...?; Come?; Come si fa?; Di chi è? È mio / È di Sara.*
- requesting permission, for example, *Posso andare in bagno?; Mi presti la matita?*
- playing interactive games, using expressions such as *Dammi il dad!; Tocca a me!; Tocca a te!; Brava/a!; Hai vinto!; Ho cinque punti!; Secondo me, ...; Penso di sì / Penso di no*
- using formulaic, modelled expressions such as *Bisogna essere rispettosi/puntuali/organizzati!*, for example, filling out a *tombola* board, ticking off each expression as they use it during their Italian class, until the first student to complete every expression on their *tombola* board wins

Week	Lesson	Learning goal (e.g. learning intentions and success criteria)	Lesson elements	Scaffold towards and/or extend	Assessment	Resources
1	1–2	<p>To build vocabulary for describing foods.</p> <p>To share opinions about different foods.</p> <p>To be able to order food in different quantities.</p>	<p>Engaging prior learning</p> <p>The teacher shares the new vocabulary and asks students to work in pairs to identify which words they already know. Then, the teacher shares a jumbled list of illustrations for students to label with the correct Italian terms.</p> <p>Building vocabulary</p> <p>Students play card games to help associate the food terminology and quantities with appropriate adjectives and articles.</p> <p>Sharing opinions</p> <p>Using the new vocabulary, students use the structures '(non) mi piace / (non) mi piacciono' + article + food term to share their opinions with others and justify them.</p> <p>Reading and viewing – restaurant menus and responses</p> <ul style="list-style-type: none"> Students look at an Italian restaurant menu and 3 written responses in Italian from students sharing what items in the menu they like and don't like, and why. Students fill out a table with key information for each text. Students use cards to generate coherent Italian sentences stating their likes, dislikes and preferences. <p>Listening practice</p> <p>Students listen to a conversation between 2 restaurant customers discussing what they wish to order when the waiter arrives. They respond to questions requiring them to locate key information and infer some information (e.g. formality).</p> <p>Exit ticket (formative assessment)</p> <p>Students show understanding of key vocabulary by completing an activity where they match food items and their descriptions.</p>	<p>Students collect items and develop a classroom display with images and new vocabulary.</p> <p>Possible extension: Students explain in Italian why they like/dislike/prefer certain food items.</p> <p>The waiter recommends to the customer what is worth ordering (e.g. because it is in season, available, a local specialty).</p> <p>The waiter suggests an alternative and explains its ingredients and how it is made.</p>	<p>Formative reading assessment</p> <p>Students show their understanding of key vocabulary by researching types of Italian food that are used in households and prevalent in restaurant menus.</p> <p>Students complete a learning walk of class displays to practise identifying and describing different types of pasta using correct articles, agreement and description.</p>	<p>Vocabulary list</p> <p>Jumbled list of illustrations</p> <p>Food terms and quantities card games</p> <p>Italian restaurant menus</p> <p>Worksheet for reading and viewing exercise</p> <p>Cards for making sentences about likes and dislikes</p> <p>Worksheet or oral comprehension questions for listening practice task</p> <p>Stimulus visual texts such as advertisements and a collage of names from pasta packets (displayed in the classroom)</p> <p>Card matching activity for matching food items with descriptions</p>

Template: Teaching and learning unit

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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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Page 2

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: Italian food and eating role-play

Italian 7–10 Sequence, Levels 7 and 8

Overview

While learning about food and eating in Italy, students will develop the communication skills to exchange information and ideas about Italian food, and about eating and etiquette in Italy. They will also develop the capacity to communicate menu choices to other Italian speakers in culturally appropriate ways and justify their choices and preferences. By using key language in context, they will demonstrate their understanding of how politeness and hospitality are expressed in Italian language and culture.

This summative assessment task allows students to demonstrate their knowledge and skill in using spoken Italian in a short, spoken role-play between a customer and a waiter in an Italian restaurant. Students develop the role-play and perform it in pairs. The role-play should include vocabulary and grammar relating to food, dining etiquette, cafe menus, *passeggiata* and coffee and gelato culture, and for expressing likes, dislikes and preferences.

After performing the role-play, students use English to reflect on the unique aspects of Italian culture in relation to accepting and declining offers from others and how to do this politely. They consider their own and others' cultural experiences, discussing similarities and differences.

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 Year 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts.**

They recognise and respond to familiar gestures, questions and instructions* when interacting with others.

They locate and respond to information in texts and use visual and contextual cues to help make meaning.

***They respond in Italian or English, and demonstrate their understanding of context, purpose* and audience in texts.**

***They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.**

Students begin to use pronunciation, intonation and rhythm in spoken Italian to develop fluency.

They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication.*

They comment on aspects of Italian and English language structures and features, using some metalanguage.

They understand how aspects of language and culture contribute to their own and others' identities.

Assessment task

Context

Working in pairs, students will create a script for a role-play that shows their language skill.

Required knowledge

- Vocabulary and language structures such as positive and negative verb forms, and language structures for expressing likes and dislikes.
- Vocabulary, adjectives and definite articles for a range of Italian foods, and the ability to use these in simple sentence structures.
- Awareness of grammatical rules of agreement and of how these are implemented in Italian.
- Common formulaic expressions used in restaurants.
- Expressions used for accepting and declining offers politely.
- Sentences for justifying menu choices using descriptive language.
- Gestures and other non-verbal forms of communication.
- Interrogatives to create a question-and-answer exchange between 2 speakers.

Task outline

Students use spoken Italian in a short role-play between a customer and an Italian-speaking waiter in an Italian restaurant. They develop the role-play and perform it in pairs.

To do this, students will use modelled language structures provided by the teacher, adapting the wording to create their own unique exchange. In addition to the modelled language structures, they will draw on a bank of vocabulary items, phrases and expressions built up throughout the unit.

Lesson outline (sessions 1–3, 2 lessons)

Session 1

The teacher and students co-create criteria for peer assessment based on the achievement standard sentences linked to the assessment task. They then create a checklist based on the criteria.

Students form pairs and decide on the roles they will play. One person will be the customer and the other will be the waiter. Students will discuss at least one liked and one disliked Italian menu item within the exchange.

The conversation may focus on the qualities and availability of the menu items.

Students use a bank of vocabulary items, phrases and expressions as well as modelled sentence structures, adapting the key words to develop a draft script for the 2-minute exchange.

Website updates – 2026

Available now

Resource Hub

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

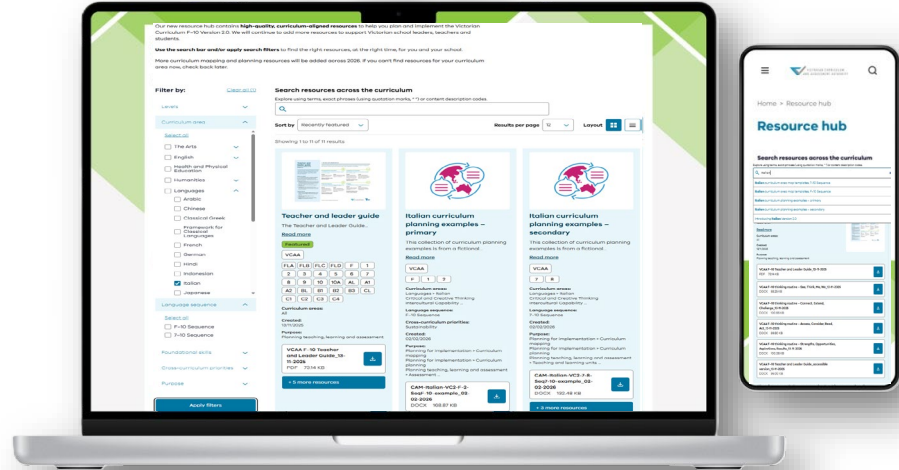
Curriculum download functionality

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

Coming soon

Curriculum connections

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



Questions



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