**Area of Learning: SECOND LANGUAGES — Italian Introductory Grade 11**

**ITALIAN – INTRODUCTORY 11**

**Description**

Italian Introductory 11 has been developed to offer an opportunity for students who did not begin Italian in the elementary grades to enter Italian at the secondary level. Italian Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Italian 11. It should be noted that this course does not replace the richness of the regular Italian 5-10 curriculum.

It is assumed that students would have limited to no background in Italian prior to enrolment. However, as contexts vary, districts may use their discretion with regard to admission criteria for this course. Enrolment in Italian Introductory 11 is not limited to Grade 11 students, and there are no prerequisites for this course.

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**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Expressing ourselves in a new language requires courage, risk taking, and perseverance. |  | Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity. |  | Acquiring a new language provides a unique opportunity to access and interact with diverse communities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize letter sounds and **common intonation patterns**
* Recognize how choice of words affects meaning
* Comprehend key information in speech and other **texts**
* **Derive meaning** from a variety of texts
* Use **intonation and tone** to convey meaning
* Use **language-learning strategies** to increase understanding
* Interpret **non-verbal** and verbal cues
* **Comprehend and retell** simple stories
* Respond to questions and simple commands
* Participate in **conversations and interactions**
* Exchange ideas and information, both orally and in writing
* **Seek clarification and verify** meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities
 | *Students are expected to know the following:** Italian alphabet and letter patterns
* Italian **phonemes**
* gender and number

common, high-frequency vocabulary, sentence structures, and **expressions**, including:* + types of **questions**
	+ descriptions of people, objects, and locations

personal interests, beliefs and opinions* past, present, and future **time frames**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Italian **cultural festivals and celebrations**
* **common elements of stories**
* **contributions of Italian Canadians**, past and present
* **cultural practices** in various Italian communities
* ethics of **cultural appropriation** and plagiarism
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness* **Engage in experiences** with Italian people and communities
* Consider personal, shared, or others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge
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