**Area of Learning: SECOND LANGUAGES — Italian Grade 5**

**BIG IDEAS**

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| Listening and viewing with intent helps us acquire a new language. |  | Both verbal and **non-verbal cues** contribute meaning in language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | We can explore our identity through a new language. |  | **Stories** help us to acquire language. |  | Each culture has traditions and ways of celebrating. |

**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** in Italian
* Identify key information and comprehend high-frequency vocabulary in slow, clear speech and other **texts**
* **Comprehend** stories
* Use **language-learning strategies**
* Interpret non-verbal cues to increase understanding
* Narrate or retell simple stories
* Respond to simple commands and instructions
* Participate in simple interactions
* **Seek clarification** of meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** Italian alphabet
* Italian **phonemes**
* **gender and number**

common, high-frequency vocabulary, sentence structures, and expressions, including:* + simple **questions** in context
	+ simple **information** and descriptions

**likes, dislikes, and preferences*** First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* traditional Italian stories, rhymes, and songs
* common elements of Italian **culture**
* Italian **festivals and celebrations**
* Italian **creative works**
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**Area of Learning: SECOND LANGUAGES — Italian Grade 6**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand a message. |  | We can explore our identity through a new language. |  | **Reciprocal** communication is possible using high-frequency words and patterns. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Learning about language from diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize **common intonation patterns**
* Identify the relationships between sounds and pronunciation, including **combinations of letters** and punctuation
* Identify key information in slow, clear speech and other texts
* **Comprehend** stories
* Comprehend high-frequency words and patterns in slow, clear speech and other simple **texts**
* Use **language-learning strategies**
* Interpret **non-verbal cues** to increase understanding
* Narrate or retell stories
* Respond to questions, simple commands, and instructions
* **Exchange ideas** and information, both orally and in writing
* **Seek clarification** of meaning using common statements and questions
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** Italian **phonemes**
* Italian **letter patterns**

common, high-frequency vocabulary, sentence structures, and expressions, including: * + simple **questions** and **descriptions**
	+ **quantity**

**likes, dislikes, and preferences**common **emotions and physical states*** First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Italian **creative works**
* Italian resources and events
* **cultural aspects** of Italian communities
* **contributions** of Italian Canadians
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**Area of Learning: SECOND LANGUAGES — Italian Grade 7**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand an increasing variety of messages. |  | We can explore identity and place through increased understanding of a new language. |  | **Reciprocal** interactions help us understand and acquire language. |  | **Stories** help us to acquire language and **understand the world** around us.  |  | Knowing about diverse communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between Italian letter patterns and pronunciation
* Use **intonation and tone** to convey meaning
* Comprehend **key information** and supporting details in slow, clear speech and other **texts**
* **Comprehend** meaning in stories
* Use **language-learning strategies** to increase understanding
* **Exchange ideas** and information, both orally and in writing
* Interpret **non-verbal cues** to develop understanding
* Narrate or retell stories
* Follow instructions to complete a task, and respond to questions
* **Seek clarification** of meaning using common statements and questions
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** Italian **letter patterns**

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

simple **comparisons*** First Peoples perspectives connecting language and culture, including **oral histories, identity,** and **place**
* **common elements of stories**
* Italian **creative works**
* **contributions** of Italian Canadians
* **cultural aspects** of Italian communities around the **world**, including **regional differences**
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**Area of Learning: SECOND LANGUAGES — Italian Grade 8**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | We can express ourselves and talk about the world around us in a new language. |  | With increased fluency, we can participate actively in **reciprocal** interactions. |  | We can share our experiences and perspectives through **stories**.  |  | **Creative works** are an expression of language and culture. |  | Acquiring a new language and learning about another culture deepens our understanding of our own language and culture. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize therelationships between Italian letter patterns and pronunciation
* Use **intonation and tone** to convey meaning
* Comprehend **key information** and supporting details in **texts**
* **Comprehend** meaning in stories
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** stories, both orally and in writing
* **Exchange ideas** and information, both orally and in writing
* Express simple beliefs and opinions
* **Seek clarification and verify** meaning
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Describe **similarities and differences** between their own cultural practices and those of Italian communities
* **Engage in experiences** with Italian people and communities
* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** Italian letter patterns

common, high-frequency vocabulary and sentence structures, including:* + types of **questions**
	+ **time and frequency**
	+ **people, objects, and locations**
	+ **preferences, emotions, and physical states**

personal interests, **beliefs and opinions*** First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* past, present, and future **time frames**
* **common elements** **of stories**
* **cultural aspects** of Italian communities around the **world**
* **contributions** of Italian Canadians, past and present
* Italian **creative works**
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**Area of Learning: SECOND LANGUAGES — Italian Grade 9**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | Acquiring a new language allows us to explore our identity and culture from a new perspective. |  | Conversing about things we care about can motivate our learning of a new language. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** allow us to experience culture and appreciate cultural diversity. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships between Italian letter patterns and pronunciation
* Use intonation and tone to convey meaning
* **Derive meaning** from speech and a variety of other **texts**
* Comprehend meaning in stories
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** stories, both orally and in writing
* Participate in short and simple conversations
* **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

Personal and social awareness* Recognize the **importance of story** in personal, family, and community identity
* Describe **similarities and differences** between their own cultural practices and those of Italian communities and regions
* **Engage in experiences** with Italian people and communities
* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:** Italian letter patterns

common **vocabulary**, sentence structures, and expressions, including:* + types of **questions**
	+ descriptions
	+ opinions
	+ **sequence** of events

**needs, desires, emotions,** and **opinions*** First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* past, present, and future **time frames**
* **elements** **of common texts**
* **common elements of stories**
* Italian **creative works**
* **contributions** of Italians and Italian Canadians, past and present
* **cultural practices** in various Italian communities
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: SECOND LANGUAGES — Italian Grade 10**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of a new language. |  | **Stories** give us unique ways to understand and reflect on meaning. |  | Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance. |  | **Cultural expression** can take many forms. |  | 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 how **choice of words** affects meaning
* Comprehend key information and supporting details in speech and a variety of other **texts**
* Comprehend meaning and viewpoints in stories
* Use various **strategies** to increase understanding and produce oral and written language
* **Narrate** stories, both orally and in writing
* **Exchange ideas** and information, both orally and in writing
* Share information using the **presentation format** best suited to their own and others’ diverse abilities
* **Seek clarification and verify** meaning

Personal and social awareness* Describe cultural practices, traditions, and attitudes and their role in cultural identity
* Recognize the **importance of story** in personal, family, and community identity
* Locate and explore a variety of Italian **media**
* **Engage in experiences** with Italian people and communities
* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
 | *Students are expected to know the following:*vocabulary, sentence structures, and common **expressions**, including:* + types of **questions**
	+ **activities, situations, and events**
	+ degrees of **likes and dislikes**

opinions and sequence of events * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* past, present, and future **time frames**
* **elements of common texts**
* **common elements** **of stories**
* Italian **creative works** and resources
* **contributions** of Italians and Italian Canadians, past and present
* **regional variations** in Italian
* ethics of **cultural appropriation** and plagiarism
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