**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** |

**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 |

**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** |

**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** |

**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 |

**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 |