

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.

BIG IDEAS

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.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Italian alphabet and letter patterns Italian phonemes gender and number common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • 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 	

Big Ideas – Elaborations	SECOND LANGUAGES – Italian Introductory Grade 11
<ul style="list-style-type: none"> • Stories: Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. • understand the world: by exploring, for example, thoughts, feelings, knowledge, culture, and identity • forms of cultural expression: representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture) 	

Curricular Competencies – Elaborations

- **common intonation patterns:** differentiate between a statement and a question, or recognize expressions of mood or emotion
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual and digital communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, webpages, advertisements).
- **Derive meaning:** Understand key information, supporting details, time, and place.
- **intonation and tone:**
 - question and statement intonation patterns
 - the use of tone to express different emotions
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **non-verbal:** e.g., gestures, facial expressions, pictures, props
- **Comprehend and retell:** identify key information in oral and written stories and retell stories orally or in writing
- **conversations and interactions:**
 - ask and respond to a variety of questions
 - describe situations, day-to-day activities, and sequences of events
 - express the degree to which they like or dislike objects and activities
 - make simple comparisons
 - use information from resources in Italian
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Engage in experiences:** e.g., blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, plays, social media, and businesses where Italian is spoken
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **phonemes:** individual speech sounds (e.g., *c+e, i, a, o, u, ch+e, gn, or gli*)
- **expressions:** quantity, time, and place (e.g., *due chilli di, alle otto e mezza, a scuola*); idiomatic expressions (e.g., *In bocca al lupo! perdere tempo, piove a catinelle*)
- **questions:** *Come ti chiami? Quanti fratelli e sorelle hai? Cosa ti piace fare dopo scuola?*
- **time frames:** past, present, and future tenses of regular and irregular verbs in context
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, celebrations, traditions, and protocols for local Aboriginal cultural celebrations and festivals.
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **cultural festivals and celebrations:** *le Sagre, il Palio, la Pasqua, il Carnevale*
- **common elements of stories:** place, characters, setting, plot, problem, resolution
- **contributions of Italian Canadians:** e.g., early immigrants to Canada; working on the Canadian Pacific Railway
- **cultural practices:** For example:
 - protocols, sports, food, fashion
 - relating to celebrations, holidays, and events (e.g., regional celebrations such as *il Palio di Siena, il Carnevale di Viareggio, the local sagre*)
 - daily practices such as meal times
 - the idiomatic use of language (e.g., *espressioni con il verbo avere: avere fame, avere sete, avere sonno, avere fretta*; or expressions such as *magari; che figata; conosco i miei polli*)
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn