



ation

BIG IDEAS

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.
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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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Italian alphabet Italian phonemes gender and number common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Reciprocal:** involving back-and-forth participation
- **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.

Curricular Competencies – Elaborations

- **common intonation patterns:** e.g., differentiate between a statement and a question, 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, web pages, advertisements).
- **Comprehend:** identify key information
- **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
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *Non ho capito, Può ripetere per favore, Puoi ripetere per piacere, Come si dice...?*).
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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*)
- **gender and number:** e.g., using words like *il, lo, la, i, le, gli, or un, and una* to name common nouns
- **questions:** e.g., *Come ti chiami? Di dove sei? Quanti anni hai?*
- **in context:** e.g., questions related to a current theme or daily life
- **information:** e.g., *sono uno studente abito in una casa*
- **likes, dislikes, and preferences:** e.g., *Mi piace il calcio, non mi piace nuotare, preferisco l'acqua*
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, 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.
- **culture:** e.g., related to activities, clothing, dance, crafts, art, food, music, parades, sports, fashion, music
- **festivals and celebrations:** e.g., *il Carnevale, le sagre, il ferragosto*
- **creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture, with consideration for the ethics of cultural appropriation and plagiarism



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BIG IDEAS

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

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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Italian phonemes Italian letter patterns common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **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

Curricular Competencies – Elaborations

- **common intonation patterns:** e.g., differentiate between a statement and a question, recognize the mood or emotion of the speaker and how it relates to his or her message
- **combinations of letters:** in particular those that have a different sound in Italian (e.g., *gn*, double letters)
- **Comprehend:** identify key information
- **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, web pages, advertisements).
- **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 cues:** gestures, facial expressions, pictures, props
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *Non ho capito, Può ripetere per favore, Puoi ripetere per piacere, Come si dice...? Come si scrive?*).
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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*)
- **letter patterns:** groupings of letters that make the same sound but are written differently (e.g., *cu/qu*)
- **questions:** e.g., *che cosa, quali, quanti, perché, dove*
- **descriptions:** e.g., occupation (*Che lavoro fai? Faccio l'insegnante*), physical aspect and character (*Paolo è quello con i capelli scuri, è simpatico*)
- **quantity:** e.g., *Ho due sorelle, Voglio sei uova*
- **likes, dislikes, and preferences:** e.g., *Mi piace perché..., Preferisco il maglione verde..., Non mi piace perché...*
- **emotions and physical states:** e.g., *Sono contento, Sono triste, Mi fa male la testa, Ho mal di gola...*
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, 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.
- **creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural aspects:** e.g., related to Italian celebrations, customs, festivals, food, geography, history, architecture, innovations, customs, traditions; stories about Italian immigrants in Canada, daily life, economics, industry
- **contributions:** e.g., prominent Italian-Canadian citizens, helping build the railroad, small businesses, Italian cultural centres, artists, musicians



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BIG IDEAS

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

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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Italian letter patterns common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **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

Curricular Competencies – Elaborations

- **intonation and tone:**
 - question and statement intonation patterns
 - the use of tone to express different emotions
- **key information:** e.g., answering questions such as *chi, cosa, che, dove, quando, perché, come, da quanto..., che genere...*
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **Comprehend:** identify key information in oral and written stories
- **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
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **non-verbal cues:** gestures, facial expressions, pictures, props
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., *Non ho capito, Può ripetere per favore, Puoi ripetere per piacere, Come si dice...? Come si scrive?*).
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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

- **letter patterns:** groupings of letters that make the same sound but are written differently (e.g., *cu/qu*)
- **people:** e.g., family members, extended family, friends, teachers, heroes (e.g., *La mia migliore amica si chiama Alice e' alta con gli occhi scuri; Le piace giocare con le costruzioni*)
- **locations and directions:** e.g., *Che cosa c'e' di fronte a casa tua? Ci sono dei negozi? Prendi la seconda sulla destra e vai dritto..., Dov'è il bagno?*
- **comparisons:** the use of comparative and superlative of adjectives (e.g., *La pizza napoletana e' più alta di quella romana..., La focaccia barese e' la migliore di tutti*)
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **common elements of stories:** place, characters, setting, plot
- **creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture, with consideration for the ethics of cultural appropriation and plagiarism
- **contributions:** e.g., prominent Italian-Canadian citizens, helping build the railroad, small businesses, Italian cultural centres, artists, musicians
- **cultural aspects:** e.g., activities, celebrations, clothing, customs, festivals, food, land, music, protocol, traditions
- **world:** places around the world where Italian is spoken, such as Italy, San Marino, Switzerland, and some areas of Slovenia and Croatia
- **regional differences:** e.g., dialects, traditions, products, and industries linked to different regions



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BIG IDEAS

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

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 the relationships 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Italian letter patterns common, high-frequency vocabulary and sentence structures, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **reciprocal:** involving back-and-forth participation
- **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.
- **Creative works:** 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

- **intonation and tone:**
 - question and statement intonation patterns
 - the use of tone to express different emotions
- **key information:** e.g., *chi, cosa, che, dove, quando, e perché, come, da quanto..., che genere..., che tipo, di chi, che forma, che grandezza...*
- **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, web pages, advertisements).
- **Comprehend:** identify key information
- **strategies:** language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate:**
 - Use expressions of time and transitional signs to show logical progression.
 - Use past, present, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **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
- **similarities and differences:** e.g., discussing the purpose of activities, celebrations, customs, holidays, practices, and traditions
- **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

- **questions:** e.g., asking and answering about quantities (e.g., *Quante arance? Un kilo, grazie; Quali mele preferisce? or A chi piace...*); direct object pronouns (e.g., *lo, la, li, le, ne; Ne vorrei un po' meno*)
- **time and frequency:** e.g., *ora, oggi, domani, ieri, ogni giorno, sempre, mai, spesso, qualche volta*; time adverbs in the various past tenses (*ieri..., lo scorso..., la scorsa..., due giorni fa...*)
- **people, objects, and locations:** e.g., *Lui è alto, Lei ha gli occhi chiari, L'aula è grande, Mi piace suonare la chitarra*
- **preferences, emotions, and physical states:** e.g., *Adoro quel colore...; Lo preferisco a...; Mi piacerebbe quel cappotto, lo trovo...; Non sopporto...; ho freddo, ho fame...*
- **beliefs and opinions:** e.g., *Credo che, Secondo me*
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **time frames:** using *passato prossimo, imperfetto, presente e futuro semplice: Parlo italiano; Ho giocato a tennis ieri; Andro' a scuola domani*
- **common elements of stories:** place, characters, setting, plot
- **cultural aspects:** e.g., activities, celebrations, clothing, dance, festivals, food, history, land, music, protocol, rituals, traditions, and geography
- **world:** e.g., Italy, San Marino, Switzerland, and some areas of Slovenia and Croatia
- **contributions:** e.g., artists, athletes, humanitarians, inventors, educators
- **creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture, with consideration for the ethics of cultural appropriation and plagiarism



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BIG IDEAS

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

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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Italian letter patterns common vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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.
- **Creative works:** 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

- **Derive meaning:** Understand key information, supporting details, time, and place.
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **strategies:** language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate:**
 - Use expressions of time and transitional signs to show logical progression.
 - Use past, present, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **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
- **importance of story:** e.g., expressing perspectives, values, beliefs, worldviews, and knowledge
- **similarities and differences:** e.g., discussing the purpose of activities, celebrations, customs, holidays, and traditions
- **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

- **vocabulary:** common words and cognates (e.g., words similar in English and Italian that are used often to complete real-life tasks)
- **questions:** e.g., *Quanto spesso? Quante volte? Di chi...? Hai mai...? Sei mai...?*
- **sequence:** using words that indicate sequence (e.g., *all'inizio..., poi..., subito dopo..., successivamente..., prima cosa..., infine..., finalmente*)
- **needs, desires, emotions:** e.g., *Che ne dici di..., Perchè non..., Ti dispiace se..., Ho voglia di...*
- **opinions:** e.g., *Secondo me..., Sono d'accordo..., Non sono d'accordo...*
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **time frames:** using *passato prossimo, imperfetto, presente e futuro semplice: Parlo italiano; Ho giocato a tennis ieri; Andro' a scuola domani*
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, characters, setting, plot, problem, resolution
- **creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture
- **contributions:** geographical discoveries, inventions, linguistic influences, works of art, world architecture, education, food
- **cultural practices:** For example:
 - activities, architecture, clothing, dance, festivals, food, history, music, protocol, rituals, traditions
 - relating to celebrations, holidays, and events (e.g., regional celebrations such as *Il Palio di Siena, Il Carnevale di Viareggio, le sagre locali*)
 - daily practices such as meal time
 - the idiomatic use of language (e.g., *espressioni con il verbo avere: avere fame, avere sete, avere sonno, avere fretta; 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



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BIG IDEAS

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

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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> vocabulary, sentence structures, and common expressions, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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.
- **Cultural expression:** represents the experience of the people from whose culture it is drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **choice of words:** e.g., degrees of formality, degrees of directness, choice of verb tense and modality
- **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, web pages, advertisements).
- **strategies:** For example:
 - integrate new vocabulary into familiar Italian structures
 - take risks to extend language boundaries
 - use a variety of reference materials
- **Narrate:**
 - Use expressions of time and transitional signs to show logical progression.
 - Use past, present, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **importance of story:** e.g., expressing perspectives, values, beliefs, worldviews, and knowledge
- **media:** e.g., articles, blogs, cartoons, music, news, videos
- **Engage in experiences:** e.g., blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, 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

- **expressions:** e.g., *Magari! Prego! In Bocca al lupo, Dire pane al pane e vino al vino; espressioni con il verbo avere: avere fame, avere sete, avere sonno, avere fretta, avere una gatta da pelare...*
- **questions:** including appropriate use of tense (e.g., conditional)
- **activities, situations, and events:** using appropriate tenses (e.g., *passato prossimo, l'imperfetto, il futuro*) in both the affirmative and the negative
- **likes and dislikes:** e.g., *Mi piacerebbe, Vorrei, Mi piace tanto, Ho voglia, Non mi va*; use of direct and indirect objects: *Ti piace la torta? L'ho fatta io*
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **time frames:** past, present, and future tenses of regular and irregular verbs in context; differentiating between *passato prossimo*, and *imperfetto*
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, characters, setting, plot, problem, resolution
- **creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture
- **contributions:** e.g., artists, athletes, humanitarians, inventors, educators
- **regional variations:** e.g., dialects, accents, and colloquial expressions from across the Italian-speaking world
- **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