

BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.

Language strategies help us acquire a new language and understand a variety of messages.

Stories help us make connections and communicate ideas in a meaningful way.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

Creative works allow us to experience culture and appreciate cultural diversity in an authentic way.

Acquiring a new language provides a unique opportunity to interact with **diverse communities**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize letter sounds and common intonation patterns, including combinations of letters and punctuation Identify key information and comprehend high-frequency vocabulary Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-verbal and verbal cues to increase understanding Use intonation and tone effectively to convey meaning in Italian Comprehend and retell simple stories Respond appropriately to questions and simple commands Participate in simple conversations and interactions about everyday situations Exchange ideas and information with growing fluency orally and in writing Use resources in Italian to complete everyday tasks Use a variety of visuals or technology to assist in understanding and communicating through various modes of presentation 	<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 First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place expressions of quantity, time, and place a range of questions for giving and receiving information common, high-frequency vocabulary and sentence structures for communicating meaning past, present, and future time frames common elements of Italian cultural festivals and celebrations common elements of stories

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and describe cultural practices, traditions, and customs in various Italian-speaking communities in Italy, Canada, and the world • Demonstrate the importance of story in personal, family, and community identity • Explain how Italian culture is expressed through texts and creative works • Reflect on personal, shared, or others' experiences of place • Identify cultural content in Italian resources, including regional differences • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through place • Describe similarities and differences between their own culture and traditions and those of Italian-speaking communities in various regions 	<ul style="list-style-type: none"> • idiomatic expressions from across the Italian-speaking world • traditional Italian stories, rhymes, and songs • where Italian is spoken around the world • contributions of Italian Canadians to Canada's history, including relations with First Peoples • contributions of Italians throughout history • cultural practices, traditions, and customs in various Italian-speaking regions

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. • creative works: works of creative or artistic 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) • diverse communities: e.g., Italian-speaking communities 	

Curricular Competencies – Elaborations

- **Common intonation patterns:** differentiate between a statement and a question, and/or recognize expressions of mood or emotion
- **strategies:** e.g., using context, prior knowledge, and cognates
- **non-verbal:** e.g., gestures, facial expressions, pictures, props
- **Use intonation and tone effectively:**
 - question and statement intonation patterns
 - the use of tone to express different emotions
- **Comprehend and retell:** identify key information in oral and written stories and retell stories orally or in writing
- **Simple 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
- **everyday tasks:** e.g., writing an e-mail, answering a phone call, reading a recipe
- **visuals or technology:** e.g., digital media, videos, pictures, posters, props
- **importance of story:** e.g., express their perspectives, values, beliefs, worldviews, and knowledge
- **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 of the world.
- **cultural content:** e.g., bias, protocol, political attitudes, sports, food, fashion
- **regional differences:** e.g., dialects, traditions, products, and industries linked to different regions
- **ways of knowing:** Ways of knowing refers to the various beliefs about the nature of people’s knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, and intuitive).
- **similarities and differences:** e.g., discussing the purpose of activities, celebrations, customs, holidays, practices, and traditions

Content – Elaborations

- **phonemes:** individual speech sounds (e.g., *c+e, i, a, o, u, ch+e, i, gn*)
- **oral histories:** e.g., conversations with an Elder about local ceremonies, traditions, and protocols
- **identity:** e.g., identity is influenced by: ceremonies, traditions, and protocols for local First Peoples cultural celebrations and festivals
- **place:** e.g., a sense of place can be influenced by territory, food, clothing, and creative works
- **expressions of quantity, time, and place:** *due chili di; alle otto e mezza; a scuola*
- **questions for giving and receiving information:** *Come ti chiami? Quanti fratelli e sorelle hai? Cosa ti piace fare dopo scuola?*
- **common, high-frequency vocabulary and sentence structures for communicating meaning:**
 - reasons for likes, dislikes, and preferences
 - simple needs and desires
 - sequence of events
 - descriptions of self and others, hobbies, and topics of interest
 - structures for comparing and contrasting
- **past, present, and future time frames:** past, present, and future tenses of regular and irregular verbs in context
- **Italian cultural festivals and celebrations:** *le Sagre, il Palio, la Pasqua, il Carnevale*
- **elements of stories:** e.g., place, characters, setting, plot, problem, resolution
- **idiomatic expressions:** e.g., *Si mangia tardi ma si mangia bene*
- **traditional Italian stories, rhymes, and songs:**
 - Pinocchio, *La Befana vien di notte*, “Volare”
- **contributions of Italian Canadians:**
 - early immigrants to Canada
 - working on the Canadian Pacific Railway
- **cultural practices, traditions, and customs:**
 - 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 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*)