

## BIG IDEAS

Listening and viewing with intent helps us acquire a new language.

Both verbal and **non-verbal cues** contribute meaning in language.

With basic language skills, we can describe ourselves.

**Reciprocal** communication is possible using simple, high-frequency words and patterns.

**Stories** help us make connections to what we have already learned.

Each culture has traditions and ways of celebrating.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize letter sounds and <b>common intonation patterns</b> in Italian</li> <li>Identify key information and comprehend high-frequency vocabulary in slow, clear speech and other simple <b>texts</b></li> <li><b>Comprehend</b> simple stories</li> <li>Begin to use <b>strategies</b> to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Interpret non-verbal cues to increase understanding</li> <li>Respond appropriately to simple commands and instructions</li> <li>Participate, with support, in simple interactions about everyday situations:               <ul style="list-style-type: none"> <li>ask and answer simple questions <b>in context</b></li> <li>describe themselves and their interests</li> <li>provide simple descriptions</li> <li>identify simple information from Italian resources</li> </ul> </li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Use <b>visuals or technology</b> to assist in understanding and communicating</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Italian alphabet</li> <li>Italian <b>phonemes</b></li> <li><b>gender and number</b></li> <li>First Peoples perspectives connecting language and culture:               <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning:               <ul style="list-style-type: none"> <li><b>simple questions</b></li> <li><b>simple information</b> about themselves and others</li> <li><b>likes, dislikes, and preferences</b> and information about identity</li> <li>simple descriptions</li> <li><b>common elements</b> of cultural festivals and celebrations</li> </ul> </li> <li>traditional Italian stories, rhymes, and songs</li> <li>Italian <b>cultural festivals or celebrations</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate simple awareness of where Italian is spoken</li> <li>• Identify characteristics of Italian <b>culture</b></li> <li>• Identify simple <b>information</b> about a cultural festival or celebration where Italian is spoken</li> <li>• Reflect on personal, shared, or others' experiences of <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of Italian culture</li> </ul>	

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## BIG IDEAS

Listening and viewing with intent helps us understand a message.	Using <b>strategies</b> helps us understand and acquire language.	With basic language skills, we can describe important people in our lives.	<b>Reciprocal</b> communication is possible using simple, high-frequency words and patterns.	<b>Stories</b> communicate ideas in a meaningful way.	Learning about language from <b>diverse communities</b> helps us develop cultural awareness.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize <b>common intonation patterns</b> and the relationships between sounds and pronunciation, including <b>combinations of letters</b> and punctuation</li> <li>Identify key information and some details in slow, clear speech and simple texts</li> <li>Comprehend simple stories</li> <li>Comprehend high-frequency words and patterns in slow, clear speech and simple <b>texts</b></li> <li>Use strategies to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Interpret <b>non-verbal cues</b> to increase understanding</li> <li>Respond appropriately to questions, simple commands, and instructions</li> <li>Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> <li>ask and answer simple questions <b>in context</b></li> <li>describe common needs, emotions, and states of physical health</li> <li>describe <b>people, objects, and places</b></li> <li>give reasons for likes and dislikes</li> <li>share simple <b>information about events</b></li> <li>identify, interpret, and share <b>information from Italian resources</b></li> </ul> </li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Use <b>visuals or technology</b> to assist in communicating</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>Italian phonemes</b></li> <li><b>Italian letter patterns</b></li> <li>First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li><b>quantity</b></li> <li><b>descriptions of self and others</b></li> <li><b>hobbies and topics of interest</b></li> <li><b>reasons for likes, dislikes, and preferences</b></li> <li><b>common emotions and states of physical health</b></li> <li><b>cultural aspects of communities</b></li> </ul> </li> <li>creative works pertaining to Italian culture</li> <li><b>contributions of Italian Canadians</b> to Canada's history</li> <li>simple <b>information</b> about an Italian-speaking community</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate <b>awareness</b> of Italian-speaking communities</li> <li>• Identify, <b>share, and compare</b> information about the Italian-speaking world</li> <li>• Reflect on personal, shared, or others' experiences of <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of Italian culture</li> </ul>	

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## BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.	Using <b>strategies</b> helps us understand and acquire language.	With basic language skills, we can discuss our interests.	<b>Reciprocal</b> interactions are possible even with limited language skills.	<b>Stories</b> allow us to understand ideas in a meaningful way.	Deepening our knowledge of <b>diverse communities</b> helps us develop cultural awareness.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Italian letter patterns and pronunciation</li> <li>Comprehend increasingly complex <b>key information and supporting details</b> in slow, clear speech and other simple <b>texts</b></li> <li><b>Comprehend and retell</b> simple stories</li> <li>Use strategies to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Use intonation and tone effectively</b> to convey meaning in Italian</li> <li>Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions</li> <li>Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> <li>ask and answer questions <b>in context</b></li> <li>describe important people in their community and key characters in texts</li> <li><b>describe locations and give simple directions</b></li> <li>explain reasons for likes, dislikes, and preferences</li> <li>make simple comparisons</li> <li><b>use information</b> from resources in Italian</li> </ul> </li> <li><b>Seek clarification</b> of meaning using a variety of statements and questions</li> <li>Share information using more than one <b>mode of presentation</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>Italian letter patterns</b></li> <li>First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>types of questions</li> <li><b>descriptions of others</b></li> <li><b>locations and directions</b></li> <li><b>needs and desires</b></li> <li><b>reasons for likes, dislikes, and preferences</b></li> <li><b>simple comparisons</b></li> <li><b>cultural aspects of communities</b></li> </ul> </li> <li><b>common elements</b> of stories</li> <li>creative works pertaining to Italian culture</li> <li><b>contributions of Italian Canadians</b> to Canada's history</li> <li><b>information about where Italian is spoken around the world</b></li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate simple awareness that there are Italian-speaking communities around the world</li> <li>• Identify, <b>share, and compare</b> information about Italian-speaking communities in and outside of Canada</li> <li>• Identify cultural aspects of Italian-speaking communities, including <b>regional differences</b></li> <li>• Express and reflect on a variety of experiences and perspectives related to <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of Italian culture</li> </ul>	

## BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition 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 more actively in **reciprocal** interactions.

**Stories** allow us to communicate ideas in a meaningful way.

**Creative works** are an expression of culture.

Acquiring a new language and learning about another culture deepen 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><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between Italian letter patterns and pronunciation</li> <li>Comprehend increasingly complex <b>key information and supporting details</b> in <b>texts</b></li> <li><b>Comprehend and retell</b> stories</li> <li>Use a variety of strategies to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Narrate</b> simple stories</li> <li>Exchange ideas and information using complete sentences, orally and in writing:               <ul style="list-style-type: none"> <li>ask and answer a variety of questions about familiar topics</li> <li>describe <b>people</b>, objects, and personal interests</li> <li>compare and contrast simple characteristics of objects and people</li> <li>explain reasons for emotional and physical states</li> <li>express simple beliefs and opinions</li> </ul> </li> <li><b>Seek clarification and provide verification</b> of meaning</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Italian letter patterns</li> <li>First Peoples perspectives connecting language and culture:               <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning:               <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li><b>time and frequency</b></li> <li>descriptions of <b>people, places, objects, and personal interests</b></li> <li>use of <b>comparing and contrasting</b></li> <li><b>reasons for preferences, emotions, and physical states</b></li> <li><b>simple beliefs and opinions</b></li> <li><b>cultural aspects</b> of communities</li> </ul> </li> <li><b>past, present, and future time frames</b></li> <li><b>common elements</b> of stories</li> <li>cultural aspects of Italian-speaking communities</li> <li><b>information</b> about <b>where Italian is spoken around the world</b></li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify and share information about Italian-speaking communities around the world</li> <li>• Expand their experience of Italian-speaking cultures through exploration of creative works in Italian</li> <li>• Identify <b>cultural content</b> in Italian resources</li> <li>• Describe cultural aspects of Italian-speaking communities, practices, and traditions</li> <li>• Describe <b>similarities and differences</b> between their own cultural practices and traditions and those of Italian-speaking communities</li> <li>• Explore ways to <b>engage in experiences</b> with Italian-speaking people and communities</li> <li>• Express and reflect on a variety of experiences of and perspectives on <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of Italian culture</li> </ul>	



## BIG IDEAS

Listening and viewing with intent strengthens our understanding and acquisition of a new language.	Acquiring another language provides opportunities to explore our own cultural identity from a new perspective.	We can have meaningful conversations in a new language about things that are important to us.	<b>Stories</b> give us unique ways to interpret and share knowledge, thoughts, and feelings.	<b>Creative works</b> allow us to experience culture in an authentic way.	Acquiring a new language and learning about another culture deepens our understanding of our own language and culture and builds community.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize the <b>relationships</b> between Italian letter patterns and pronunciation</li> <li><b>Derive meaning</b> from a variety of <b>texts</b></li> <li>Use a growing variety of <b>strategies</b> to increase understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Narrate</b> stories</li> <li><b>Participate</b> in short and simple conversations</li> <li>Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> <li>ask and respond to questions about familiar topics</li> <li>describe <b>people</b>, objects, places, and personal interests</li> <li>compare and contrast characteristics of people, objects, places, and personal interests</li> <li>describe sequences of events</li> <li>express simple needs in familiar <b>situations</b></li> <li>express opinions on familiar topics</li> </ul> </li> <li>Use information from resources in Italian to complete <b>everyday tasks</b></li> <li><b>Seek clarification and provide verification</b> of meaning through a variety of strategies</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Italian letter patterns</li> <li>First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li>an increasing range of <b>commonly used</b> vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li>descriptions of people, objects, places, and personal interests</li> <li>use of <b>comparing and contrasting</b></li> <li><b>sequence of events</b></li> <li>simple <b>needs, desires, emotions, and opinions</b></li> <li><b>cultural aspects of communities</b></li> </ul> </li> <li><b>past, present, and future time frames</b></li> <li><b>elements</b> of common types of texts</li> <li><b>common elements</b> of stories</li> <li><b>cultural contributions</b> of Italians throughout history</li> <li><b>cultural practices, traditions, and attitudes</b> in various Italian-speaking regions</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Describe cultural practices, traditions, and attitudes in various Italian-speaking regions and describe their role in cultural identity</li> <li>• Recognize the <b>importance of story</b> in personal, family, and community identity</li> <li>• Recognize how Italian-speaking culture is expressed through creative works</li> <li>• Describe <b>similarities and differences</b> between their own cultural practices and traditions and those of Italian-speaking communities in various regions</li> <li>• <b>Engage in experiences</b> with Italian-speaking people and communities</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of Italian culture</li> </ul>	

## BIG IDEAS

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

Acquiring a language can shape our perspective and identity.

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

Acquiring a language provides us with new opportunities to appreciate and value **creative works** and cultural diversity.

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><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>Recognize how <b>choice of words</b> affects meaning</li> <li><b>Derive meaning</b> from a variety of <b>texts</b></li> <li>Locate and explore a variety of <b>media</b> in Italian</li> <li>Use a growing number of <b>strategies to derive and negotiate meaning</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li><b>Narrate stories</b> orally and in writing</li> <li><b>Engage</b> in short conversations</li> <li>Express themselves with growing fluency, orally and in writing:           <ul style="list-style-type: none"> <li>ask and respond to a variety of questions</li> <li>describe situations, day-to-day activities, and sequences of events</li> <li>express the degree to which they like or dislike objects and activities</li> <li>express hopes, dreams, desires, and ambitions</li> <li>express opinions on familiar topics</li> <li>use <b>common idiomatic expressions</b></li> <li>use a variety of resources in Italian</li> </ul> </li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Increasing range of commonly used vocabulary and sentence structures for conveying meaning:           <ul style="list-style-type: none"> <li><b>types of questions</b></li> <li><b>activities, situations, and events</b></li> <li><b>degrees of likes and dislikes</b></li> <li><b>hopes, dreams, desires, and ambitions</b></li> <li>opinions</li> </ul> </li> <li>First Peoples perspectives connecting language and culture:           <ul style="list-style-type: none"> <li><b>oral histories</b></li> <li><b>identity</b></li> <li><b>place</b></li> </ul> </li> <li><b>past, present, and future time frames</b></li> <li><b>elements</b> of a variety of common texts</li> <li><b>common elements</b> of stories</li> <li><b>idiomatic expressions</b> from across the Italian-speaking world</li> <li><b>contributions</b> of Italian-speaking Canadians to society</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Appreciate that there are <b>regional variations in Italian</b></li> <li>• Recognize how cultural identity is expressed through texts and creative works in Italian</li> <li>• Recognize the <b>importance of story</b> in personal, family, and community identity</li> <li>• Recognize contributions of Italian-speaking Canadians to society</li> <li>• <b>Engage in experiences</b> with Italian-speaking people and communities</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of Italian culture</li> </ul>	

## BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity and voice.

The communicative context determines how we express ourselves.

Experiencing **creative works** promotes an understanding of cultures around the world.

Becoming proficient in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

## Learning Standards

### Curricular Competencies

*Students are expected to be able to do the following:*

#### Language Thinking

- Recognize how **choice of words** affects meaning
- Derive and negotiate meaning in a wide variety of **contexts**
- Locate and explore a variety of **authentic texts** in Italian
- Interpret a wide variety of **texts**
- Adjust their register in speech and writing to reflect different **purposes**

#### Communication

- **Narrate stories** orally and in writing
- **Respond personally** to a variety of texts
- **Engage** in meaningful conversations on a variety of topics
- Express themselves with growing fluency, orally and in writing:
  - **share** personal experiences
  - make predictions about future events
  - express and justify personal opinions on **topics of interest**
  - compare and contrast points of view and opinions

### Content

*Students are expected to know the following:*

- a range of increasingly complex vocabulary and sentence structures for conveying meaning:
  - **complex questions**
  - **sequence of events** in stories
  - a **diverse range** of personal lifestyles and relationships
  - **explanation and justification of opinions**
  - **comparison and contrast** of points of view and opinions
- First Peoples perspectives connecting language and culture:
  - **oral histories**
  - **identity**
  - **place**
- **past, present, and future time frames**
- **register and language etiquette**
- **features** of major Italian regional dialects
- Italian communities and immigrant experiences

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Appreciate that there are <b>regional variations in Italian</b></li> <li>• Identify <b>biases</b> and analyze cultural points of view in texts</li> <li>• Recognize <b>connections between language and culture</b></li> <li>• Recognize that <b>language and culture have been influenced</b> by the interactions between First Peoples and Italian-speaking communities in Canada</li> <li>• <b>Engage in experiences</b> with Italian-speaking people and communities</li> <li>• Identify educational and career opportunities requiring proficiency in Italian</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of Italian culture</li> </ul>	

## BIG IDEAS

Acquiring a language is a lifelong process.

Sharing our feelings, opinions, and beliefs in a new language **contributes to our identity.**

With increased language proficiency, we can discuss and justify opinions with nuance and clarity.

Experiencing the **creative works** of other cultures helps us develop an appreciation of cultures worldwide.

Proficiency in a new language allows us to understand global issues and explore opportunities for careers, travel, personal growth, and study abroad.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>• Derive and negotiate meaning in a wide variety of <b>contexts</b></li> <li>• Locate, explore, and interpret a variety of authentic <b>texts</b> in Italian</li> <li>• Retrieve, research, and analyze information from authentic resources to complete meaningful tasks</li> <li>• Recognize different <b>purposes</b>, degrees of formality, and cultural points of view in a variety of texts</li> <li>• Analyze and compare elements of creative works from the <b>Italian-speaking world</b></li> <li>• Adjust their speech and writing to reflect different purposes and degrees of formality</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• <b>Narrate stories</b> orally and in writing</li> <li>• <b>Respond personally</b> to a variety of texts, including oral, written, and visual forms</li> <li>• <b>Engage</b> in conversations on a variety of <b>topics of interest</b>, orally and in writing</li> <li>• Interact in a variety of meaningful, real-life situations</li> <li>• Express themselves effectively, with <b>fluency and accuracy</b>, orally and in writing: <ul style="list-style-type: none"> <li>– express doubts, wishes, possibilities, and hypotheticals</li> <li>– express and explain needs and emotions</li> <li>– express, support, and defend opinions on a variety of topics of interest</li> <li>– synthesize, evaluate, and respond to the opinions of others</li> <li>– research, analyze, and use relevant information from multiple Italian <b>sources</b></li> </ul> </li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• a wider range of increasingly complex vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>– a wide range of <b>complex questions</b></li> <li>– <b>sequence of events</b> in stories</li> <li>– doubts, wishes, possibilities, and hypotheticals</li> <li>– <b>needs and emotions</b></li> <li>– <b>expression, support, and defence of opinions</b></li> </ul> </li> <li>• First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> <li>– <b>oral histories</b></li> <li>– <b>identity</b></li> <li>– <b>place</b></li> </ul> </li> <li>• <b>multiple forms of past, present, and future time frames</b></li> <li>• <b>register and language etiquette</b></li> <li>• <b>features</b> of major Italian regional dialects</li> <li>• where to access Italian <b>resources and services</b></li> <li>• <b>Italian communities and immigrant experiences</b></li> <li>• how culture affects behaviour and attitudes</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Identify and explain <b>biases</b> in texts</li> <li>• Recognize and explain <b>connections between language and culture</b></li> <li>• Recognize that language and culture have been influenced by the interactions between cultural and linguistic groups from diverse backgrounds</li> <li>• Demonstrate <b>cultural sensitivity</b> while <b>engaging in experiences</b> with Italian-speaking people or communities</li> <li>• Identify and explore <b>opportunities</b> to continue language acquisition beyond graduation</li> <li>• Identify and explore career opportunities requiring proficiency in Italian</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding of Italian culture</li> </ul>	