**Area of Learning: SECOND LANGUAGES — Italian Grade 11**

**BIG IDEAS**

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| Listening and viewing with intent supports 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. |  | Exploring diverse **forms of** **cultural expression** promotes greater understanding of our own cultural identity. |  | Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad. |

**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 * **Derive meaning** in speech and a variety of othertexts * Comprehend stories and different viewpoints * Interpret a wide variety of **texts** * Adjust **speech** and writing to reflect different **purposes** * Use various **strategies** to increase understanding and produce oral and  written language * **Narrate** and write **stories** * **Respond personally** to a variety of texts * **Exchange ideas** and information, both orally and in writing * Express themselves with growing fluency, both orally and in writing * Share information using the **presentation format** best suited to their own and others’ diverse abilities | *Students are expected to know the following:*  increasingly complex vocabulary, sentence structures and expressions, including:   * + complex **questions** and **opinions**   + **sequence** of events in stories   + points of view   explanation and justification of opinions   * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * past, present, and future **time frames** * **language formality and etiquette** * features of major Italian **regional dialects** * cultural aspects of Italian communities * immigrant experiences * Italian **creative works** * **contributions** of Italians and Italian Canadians, past  and present * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Italian Grade 11**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Identify **perspectives** in texts * Recognize connections between **language and culture** * **Engage in experiences** with Italian people and communities * Explore opportunities to continue language acquisition beyond graduation * Identify and explore **educational and personal/professional opportunities** requiring proficiency in Italian * 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 |  |

**Area of Learning: SECOND LANGUAGES — Italian Grade 12**

**BIG IDEAS**

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| Language learning 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. |  | Exploring diverse **forms of** **cultural expression** promotes greater understanding and appreciation of cultures worldwide. |  | Becoming more proficient in a new language enables us to explore global issues. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Negotiate meaning in a wide variety of **contexts** * Explore and interpret a variety of Italian **texts** * Comprehend points of view in stories * Recognize different **purposes**, degrees of formality, and cultural points of view  in a variety of texts * Analyze and compare elements of creative works from diverse communities * Adjust speech and writing to reflect different purposes and degrees of formality * Retrieve and analyze information from authentic sources * Use various **strategies** to increase understanding and produce oral and  written language * **Narrate** and write **stories** * **Respond personally** to a variety of texts * Support and defend opinions on a variety of topics * **Exchange ideas** and information, both orally and in writing * Express themselves effectively, with **fluency and accuracy**, both orally and  in writing * Share information using the **presentation format** best suited to their own  and others’ diverse abilities | *Students are expected to know the following:*  increasingly complex vocabulary, sentence structures,  and expressions, including:   * + complex **questions** and **opinions**   + **sequence** of events in stories   **needs** and **emotions**   * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * multiple forms of past, present, and future **time frames** * **language formality and etiquette** * features of major Italian **regional dialects** * cultural aspects of Italian communities around the world * Italian **creative works** * Italian **resources and services** * **contributions** of Italians, and Italian Canadians, past  and present * ethics of **cultural appropriation** and plagiarism |

**Area of Learning: SECOND LANGUAGES — Italian Grade 12**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Identify **perspectives** in texts * Recognize and explain connections between **language and culture** * **Engage in experiences** with Italian people and communities * Identify and explore **educational and personal/professional opportunities** requiring proficiency in Italian * Identify and explore **opportunities** to continue language acquisition  beyond graduation * 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 |  |