BIG IDEAS

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

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

Learning Standards (continued)

Curricular Competencies	Content
Personal and social awareness • Identify **perceptions** 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	

Big Ideas – Elaborations	**SECOND LANGUAGES – Italian** **Grade 11**

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

- **choice of words:** e.g., degrees of formality, degrees of directness, choice of verb tense and modality
- **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 communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **speech:** e.g., adjust register when speaking
- **purposes:** e.g., to convince, inform, entertain'
- **strategies:** For example:
  - rephrase in Italian to compensate for unknown expressions
  - make personal notes to use as a reference for oral and written production
  - actively review common, useful expressions and patterns to refine communication
- **Narrate:**
  - Use expressions of time and transitional signs to show logical progression.
  - Use past, present, and future time frames.
- **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.
- **Respond personally:** provide personal interpretations or opinions
- **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
- **perspectives:** A text can reflect the author's personal point of view which may include bias.
- **language and culture:** as expressed through creative works, regional dialects, historical origins of words, and expressions
- **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
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **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

- **questions:** e.g., *Perchè hai deciso di andare all' università? Come mai, non sei venuta a scuola ieri? Cosa faresti se fossi rica?*

- **opinions:** *Lo penso perche*; impersonal statements with *si* (e.g., *si pensa, si fa*); use of *questo, quello*; use of direct and indirect object pronouns

- **sequence:** using appropriate verb tenses and expressions of time (e.g., *prima, poi, domani, dopo domani*)

- **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:** may include the *passato prossimo, l'imperfetto, il futuro*, and nuances of the *passato prossimo* and *l'imperfetto*

- **language formality and etiquette:**
  - use of titles to address people (e.g., *Professore Rossi, Avvocato Lanni*)
  - use of *tu* and *Lei* and *loro* versus *Loro*
  - use of *loro* and related verb forms

- **regional dialects:** e.g., dialects and expressions from various regions in Italy and what communities are doing to preserve them; the evolution of language (e.g., accents, idiomatic expressions, local slang vocabulary); colloquial expressions from across the Italian-speaking world

- **creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture

- **contributions:** e.g., artists, athletes, humanitarians, inventors, educators

- **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

BIG IDEAS

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

Curricular Competencies	**Content**
Students are expected to be able to do the following:	*Students are expected to know the following:*
Thinking and communicating	- 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
- 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	

Learning Standards (continued)

Curricular Competencies	Content
Personal and social awareness • Identify **perceptions** 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	

	SECOND LANGUAGES – Italian
Big Ideas – Elaborations	**Grade 12**
• **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)	

- **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality
- **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).
- **purposes:** e.g., to convince, inform, entertain
- **strategies:** For example:
  - negotiate meaning by using questions in Italian and other techniques for clarification
  - summarize information in oral, visual, and written forms
  - use dictionaries and other reference materials for clarity of comprehension and expression
- **Narrate:**
  - Use expressions of time and transitional signs to show logical progression.
  - Use past, present, and future time frames.
- **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.
- **Respond personally:** provide personal interpretations or opinions
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **fluency and accuracy:** using the full range of tenses and moods, developing flow, employing precise vocabulary, and using appropriate structures
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **perspectives:** A text can reflect the author's personal point of view which may include bias.
- **language and culture:** as expressed through creative works, regional dialects, and historical origins of words and expressions
- **Engage in experiences:** e.g., visiting local Italian neighbourhoods, interviewing members of the Italian community, inviting guest speakers, and watching documentaries; blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, plays, social media, and businesses where Italian is spoken
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **opportunities:** e.g., clubs, online resources, personal connections, travel, and volunteering
- **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

- **questions:** use of *stare* with the gerund form of the verb (e.g., *Cosa stavi facendo? Stavo lavorando…*)
- **opinions:** e.g., *Sono d'accordo con tutto tranne…*
- **sequence:** using appropriate verb tenses and expressions of time (e.g., *primo, poi, dopo, successivamente*)
- **needs:** e.g., *Ho bisogno di sapere la verità*
- **emotions:** e.g., *Mi sento triste…*
- **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:** nuances within all time frames, such as *passato prossimo*, *l'imperfetto*, *il futuro semplice*, *il condizionale*, and *il congiuntivo*
- **language formality and etiquette:**
  - use of titles to address people (e.g., *Signore(a) Maria*, *Professore Rossi*, *Avvocato Lanni*)
  - use of *tu* and *Lei*
  - use of *loro* or *Loro* and related verb forms
  - includes cultural sensitivity (awareness of cultural differences and similarities)
- **regional dialects:** e.g., accents, idiomatic expressions, local slang vocabulary
- **creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture
- **resources and services:** e.g., blogs, courses, clubs, community centres, newspapers, magazines, online resources
- **contributions:** e.g., artists, athletes, humanitarians, inventors, educators
- **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