
ITALIAN LANGUAGE AND CULTURE TWELVE-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who began their study of Italian language and culture in Kindergarten or Grade 1. It provides the grades 7, 8 and 9 components of the Italian Language and Culture Twelve-year (12Y) Program.

INTRODUCTION

Global Citizenship

Preparing youth to meet the challenges of the new millennium, in a world that is increasingly interdependent, is one of the more important objectives of language education.

Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication, for better human relations within our own diverse Canadian society, and for a competitive edge in the shrinking world of economics.

Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and the countries of the world.

Learning Italian, just as learning any other language, develops thinking skills and learning strategies that are transferable to other learning situations.

Knowledge of Italian is helpful for understanding the development of European culture. The study of Italian also develops awareness of, and sensitivity to, the cultural and linguistic diversity of Canadian society.

A Means of Communication

Communication is the fundamental basis for human relationships. Italian is learned to enable communication with Italian speakers, but it is also useful in many fields of endeavour, including the study of bel canto; classical music; cultural, historical and scientific research; and travelling. Italy, as a modern industrialized country, attracts millions of people from every corner of the globe to its shores for many reasons.

Millions of Italians have migrated to many countries, including Canada, in the last two centuries. Language and culture have been retained wherever Italians have settled. Toronto, Montreal, New York and Melbourne are a few examples of cities where Italian culture has flourished and where language has been retained.

Personal and Cognitive Benefits

There is plenty of evidence to suggest that learning another language contributes to the development of first language skills and enhances not only vocabulary but improves cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Maintaining Language Skills and Cultural Connections

For those students who already have some knowledge of Italian or a family connection to the culture, there is the opportunity to renew contact with the language, culture and heritage.

Economic Benefits

In today's world, knowledge of another language and culture in general, and Italian language and culture in particular, is very valuable. It can open the door to exciting career opportunities in almost every kind of business, industry and profession. Indeed, the knowledge of another language and culture enables people to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Italian as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who

come to the class with some background knowledge of Italian and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Italian and are studying Italian as a second language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Italian.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Italian-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

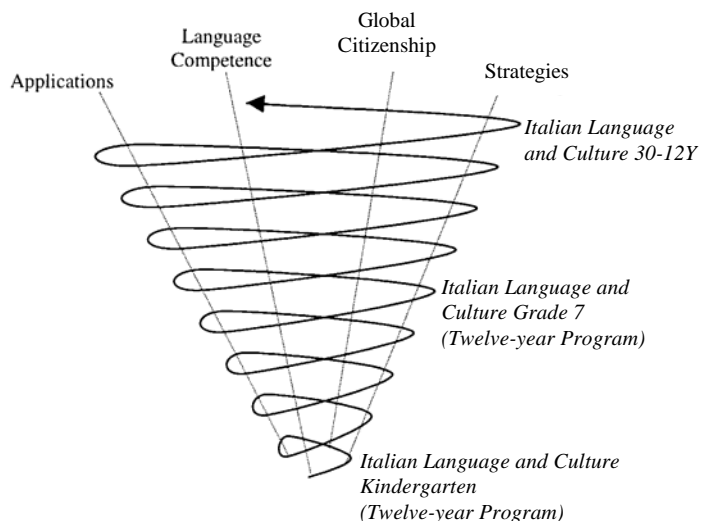
Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and

experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]

- Students will use Italian in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]

- Students will use Italian **effectively** and **competently**.

Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

Strategies [S]

- Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

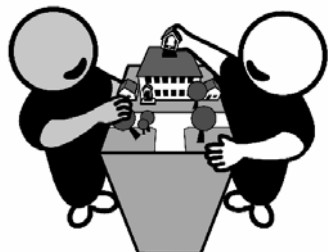
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications



Students will use Italian in a variety of **situations** and for a variety of **purposes**.

- A-1 to receive and impart information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Italian **effectively** and **competently**.

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

- GC-1 historical and contemporary elements of Italian-speaking cultures
- GC-2 affirming and valuing diversity
- GC-3 personal and career opportunities

Strategies



Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

- S-1 language learning
- S-2 language use
- S-3 general learning

Guide to Reading the Program of Studies

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

cluster heading for specific outcomes

A-6 for imaginative purposes and personal enjoyment

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits	a. use the language for fun and to interpret and express humour; e.g., learn and perform songs, dances, short plays	a. use the language for fun and to interpret and express humour; e.g., participate in class excursions, field trips, twinning projects
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write short stories situated in a different time or place	a. use the language creatively and for aesthetic purposes; e.g., speak or write from the viewpoint of a designated character in a story	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., exchange letters with a pen pal	a. use the language for personal enjoyment; e.g., use the Internet to explore the cultures of the Italian-speaking world	a. use the language for personal enjoyment; e.g., keep a personal journal

read each page vertically for outcomes expected at the end of each grade

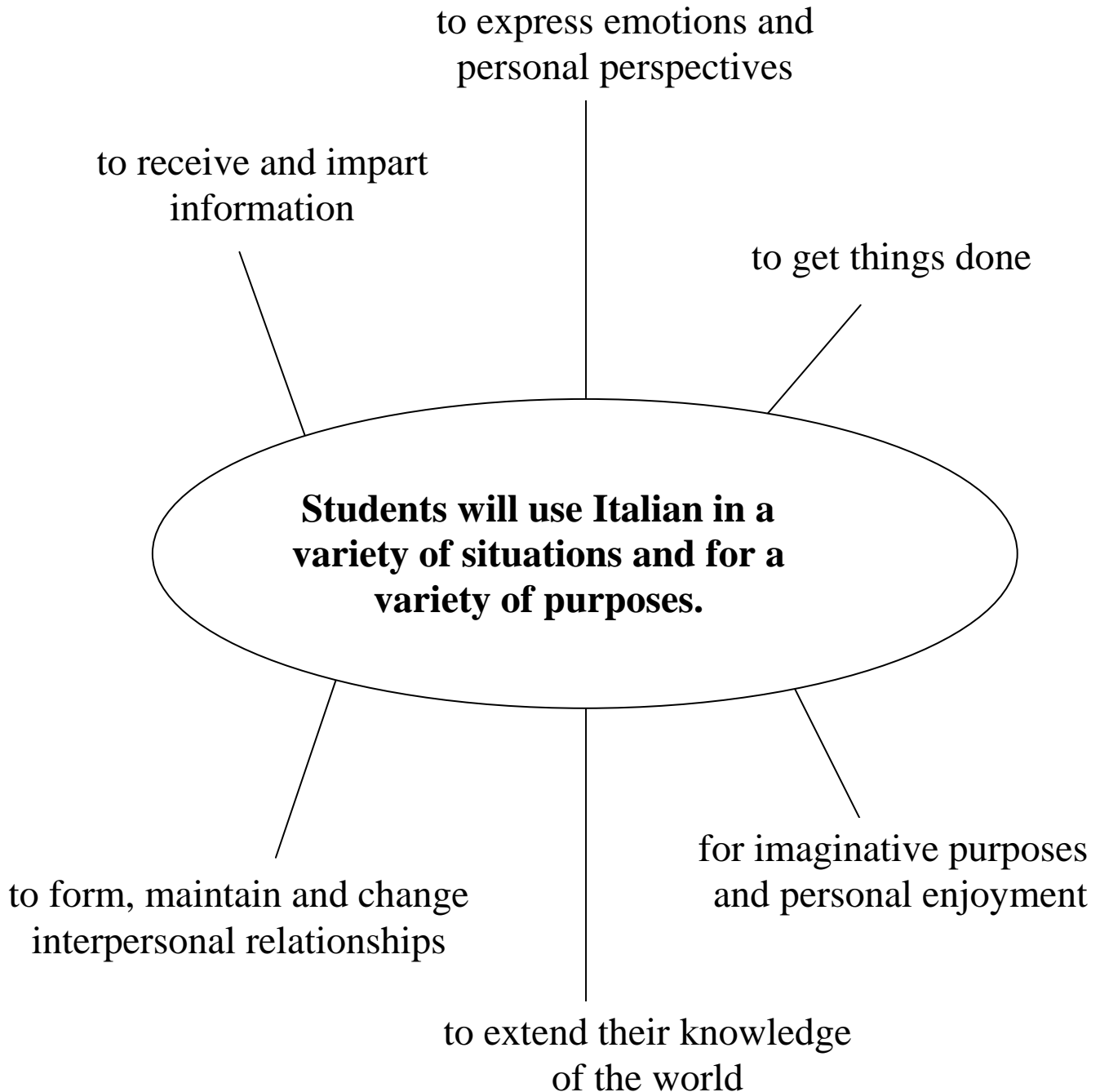
strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes from grade to grade



Applications



APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Italian language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Italian language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-1 to receive and impart information

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

A-1.1 share factual information	a. understand and use definitions, comparisons and examples	a. share facts about events that took place in the past or that may take place in the future	a. share detailed information on a specific topic; e.g., a report or biography

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express interest or lack of interest	a. express and explain preferences	a. express opinions
	b. inquire about and express satisfaction and dissatisfaction		b. support their own opinions
A-2.2 share emotions, feelings	a. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations; e.g., lodge a complaint in a store, restaurant	a. compare the expression of emotions and feelings in formal and informal situations

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

A-3.1 guide actions of others	a. give and respond to advice	a. make and respond to suggestions or requests in formal situations; e.g., in a public library, post office, travel agency	a. lodge a complaint
A-3.2 state personal actions	a. make a promise and express intention in a variety of situations	a. accept or decline an offer or invitation, with explanations	a. express possibility in relation to their own actions
A-3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for the contributions of others	a. paraphrase, elaborate on and clarify another member's contribution	a. take on a leadership role in small-group projects

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages	a. give and respond to compliments and explain actions	a. offer and respond to congratulations and express sympathy and regret
--	--	--	---

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing	a. explore and express the meaning of what they are doing; e.g., what they will learn from a particular activity	a. explore connections among, and gain new insights into, familiar topics; e.g., using analogy, brainstorming
A-5.2 gather and organize information	a. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts	a. gather information, using a prepared format; e.g., interview people, using prepared questions	a. identify key ideas, summarize and paraphrase
A-5.3 solve problems	a. generate and evaluate alternative solutions to problems	a. use information collected from various sources to solve problems	a. extract and manipulate key elements from a problem
A-5.4 explore opinions and values	a. provide reasons for their position on an issue	a. distinguish fact from opinion	a. understand the concept of stereotype and recognize stereotyping in a variety of situations

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
A-6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits	a. use the language for fun and to interpret and express humour; e.g., learn and perform songs, dances, short plays	a. use the language for fun and to interpret and express humour; e.g., participate in class excursions, field trips, twinning projects
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write short stories situated in a different time or place	a. use the language creatively and for aesthetic purposes; e.g., speak or write from the viewpoint of a designated character in a story	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., exchange letters with a pen pal	a. use the language for personal enjoyment; e.g., use the Internet to explore the cultures of the Italian-speaking world	a. use the language for personal enjoyment; e.g., keep a personal journal

Language Competence



attend to form

interpret and produce
oral texts

interpret and produce
written texts

**Students will use Italian
effectively and competently.**

apply knowledge of the
sociocultural context

apply knowledge of how the
Italian language is organized,
structured and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Italian language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Italian language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence
 Students will use Italian **effectively** and **competently**.

LC-1 attend to form

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-1.1 phonology	a. approximate the pronunciation of unfamiliar words	a. use intonation, stress and rhythm appropriately in familiar situations	a. speak clearly and intelligibly in a variety of situations
LC-1.2 orthography	a. use basic spelling patterns consistently in writing familiar words and phrases	a. use basic mechanical conventions; e.g., capitalization, punctuation	a. recognize and correctly spell familiar words
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • family traditions • chores • school schedule • television • holiday meals • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • climate • shopping • major sports • peers • movies • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • celebrities • fashion • travel • geography • leisure • any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence
 Students will use Italian **effectively** and **competently**.

(continued)

LC-1 attend to form

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	<i>Students will be able to:</i>		
LC-1.4 grammatical elements	a. use, in modelled situations, ¹ the following grammatical elements:		
	Nouns	Pronouns	Nouns
	• collective; e.g., <i>la classe</i>	• relative: <i>che</i>	• abstract; e.g., <i>gioia</i>
	Verbs	Adverbs	
	• present conditional of verbs in <i>-are, -ere, -ire</i>	• adverbs of time; e.g., <i>adesso, ora, durante</i>	
	Adverbs	Adjectives	
	• absolute superlative; e.g., <i>benissimo, moltissimo</i>	• irregular superlative; e.g., <i>ottimo, pessimo, maggiore, minore</i>	
	b. use, in structured situations, ² the following grammatical elements:		
	Pronouns	Nouns	Pronouns
	• direct object: <i>lo, li, la, le</i>	• collective; e.g., <i>la classe</i>	• relative: <i>che</i>
Verbs	Pronouns	Verbs	
• present tense of <i>sapere, conoscere</i>	• indirect object: <i>gli, le, loro</i>	• present perfect of modal verbs; e.g., <i>sono dovuto/a andare</i>	
• past progressive of verbs in <i>-are, -ere, -ire</i>	Verbs	• past progressive of verbs in <i>-are, -ere, -ire</i>	
Adjectives	• present perfect of the verb <i>piacere</i> ; e.g., <i>mi è piaciuto</i>	• present conditional of verbs in <i>-are, -ere, -ire</i>	
• comparative of equality; e.g., <i>così alto come lui, tante scarpe quanti vestiti, più scarpe che vestiti</i>	• future of verbs in <i>-are, -ere, -ire</i>	Adjectives	
Conjunctions	• imperfect of verbs in <i>-are, -ere, -ire</i>	• irregular superlative; e.g., <i>ottimo, pessimo, maggiore, minore</i>	
• <i>però</i>	Adverbs	Adverbs	
	• adjectives plus <i>mente</i>	• adverbs of time; e.g., <i>adesso, ora, durante</i>	
	• absolute superlative; e.g., <i>benissimo, moltissimo</i>		

(continued)

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence
 Students will use Italian **effectively** and **competently**.

(continued)

LC-1 attend to form

Grade 7
 (Twelve-year Program)

Grade 8
 (Twelve-year Program)

Grade 9
 (Twelve-year Program)

Students will be able to:

c. use, independently and consistently,³ the following grammatical elements:

LC-1.4
grammatical elements

Nouns

- irregular; e.g.,
il telegramma,
i telegrammi,
il programma,
i programmi,
il film, i film

Pronouns

- possessive

Verbs

- present perfect of verbs in *-are, -ere, -ire*
- present progressive of verbs in *-are, -ere, -ire*
- present tense of modal verbs: *volere, potere, dovere*

Adjectives

- demonstrative: *quel, quei, quella, quelle*
- absolute superlative; e.g.,
bravo, molto bravo, bravissimo

Prepositions

- simple: *per, tra, fra*

Conjunctions

- *allora, prima*

Pronouns

- direct object: *lo, li, la, le*

Verbs

- imperative of verbs in *-are, -ere, -ire*
- present tense of *sapere, conoscere*

Adverbs

- comparative; e.g., *bene, male, meglio, peggio*

Conjunctions

- *però*

Nouns

- collective; e.g., *la classe*

Pronouns

- indirect object: *gli, le, loro*

Verbs

- past progressive of verbs in *-are, -ere, -ire*
- future of verbs in *-are, -ere, -ire*

Adjectives

- comparative of equality; e.g.,
così alto come lui, tante scarpe quanti vestiti, più scarpe che vestiti

Adverbs

- absolute superlative; e.g.,
benissimo, moltissimo

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence
 Students will use Italian **effectively** and **competently**.

LC-2 interpret and produce oral texts

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-2.1 aural interpretation	a. understand short oral texts on unfamiliar topics in guided situations	a. understand short oral texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy oral texts on familiar topics in guided situations
LC-2.2 oral production	a. produce short oral texts in guided and unguided situations	a. produce a variety of short, simple oral texts in guided and unguided situations	a. produce short oral texts on unfamiliar topics in guided situations
LC-2.3 interactive fluency	a. manage short interactions with ease, with pauses for planning and repair	a. manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary	a. manage simple, routine interactions without undue difficulty

General Outcome for Language Competence
 Students will use Italian **effectively** and **competently**.

LC-3 interpret and produce written texts

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-3.1 written interpretation	a. understand short written texts on unfamiliar topics in guided situations	a. understand short written texts on unfamiliar topics in guided situations	a. understand the main point and some supporting details of lengthy written texts on familiar topics in guided situations
LC-3.2 written production	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations	a. produce short written texts on unfamiliar topics in guided situations
LC-3.3 visual interpretation	a. derive meaning from multiple visual elements in a variety of media, in guided situations	a. derive meaning from multiple visual elements in a variety of media, in guided and unguided situations	a. propose several interpretations of the visual elements in a variety of media, in guided situations
LC-3.4 representation	a. express meaning through the use of multiple visual elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual elements in a variety of media, in guided and unguided situations	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided situations

General Outcome for Language Competence
 Students will use Italian **effectively** and **competently**.

LC-4 apply knowledge of the sociocultural context

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-4.1 register	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts	a. explore differences in register between spoken and written texts
LC-4.2 idiomatic expressions	a. use learned idiomatic expressions in a variety of contexts	a. examine the role of idiomatic expressions in culture	a. identify influences on idiomatic expressions; e.g., region, age, occupation
LC-4.3 variations in language	a. explore influences resulting in variations in language	a. examine influences resulting in variations in language	a. identify influences resulting in variations in language
LC-4.4 social conventions	a. interpret the use of social conventions encountered in oral and written texts	a. interpret and use important social conventions in interactions	a. interpret and use appropriate oral and written forms of address with a variety of audiences
LC-4.5 nonverbal communication	a. recognize nonverbal behaviours that are considered impolite; e.g., eye contact, touching, sounds and noises	a. avoid nonverbal behaviours that are considered impolite; e.g., eye contact, touching, sounds and noises	a. recognize a variety of nonverbal communication techniques in a variety of contexts

General Outcome for Language Competence
 Students will use Italian **effectively** and **competently**.

LC-5 apply knowledge of how the Italian language is organized, structured and sequenced

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-5.1 cohesion/coherence	a. organize texts to indicate steps in a procedure	a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms b. interpret and use references within texts; e.g., pronouns, demonstratives	a. interpret texts that use patterns involving time or chronological sequencing
LC-5.2 text forms	a. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game	a. use a variety of familiar text forms and media in their own productions; e.g., recipes, comic strips, letters, radio or television reports, articles	a. use a variety of text forms and media in their own productions; e.g., brochures, advertisements, reports, poetry, stories
LC-5.3 patterns of social interaction	a. initiate interactions and respond using a variety of social interaction patterns; e.g., routine telephone calls	a. combine simple social interaction patterns to perform transactions and interactions; e.g., invitation–acceptance or refusal with explanation	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., request goods or services

Global Citizenship



historical and contemporary elements
of Italian-speaking cultures

affirming and valuing
diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens, through the
exploration of the cultures of the
Italian-speaking world.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Italian-speaking cultures,” there are strands for accessing/analyzing cultural knowledge, applying cultural knowledge, diversity within Italian-speaking cultures and valuing Italian-speaking cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about the Italian-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Italian-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “affirming and valuing diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC-1 historical and contemporary elements of Italian-speaking cultures

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
GC-1.1 accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> a. use basic research skills to find out about Italian-speaking cultures b. explore and identify some elements of Italian-speaking cultures; e.g., key historical events and their influence on contemporary ways of life and cultural values 	<ul style="list-style-type: none"> a. make and test hypotheses about Italian-speaking cultures b. explore and identify some elements of Italian-speaking cultures; e.g., major current events as a reflection of contemporary ways of life and cultural values c. identify and use a variety of sources of information to find out about Italian-speaking cultures 	<ul style="list-style-type: none"> a. organize and represent information about elements of Italian-speaking cultures in a variety of ways b. explore and identify some elements of Italian-speaking cultures; e.g., cultural values, attitudes and interests of people their own age in the cultures
GC-1.2 applying cultural knowledge	<ul style="list-style-type: none"> a. apply knowledge of elements of Italian-speaking cultures in interactions with people and texts; e.g., interpret historical events 	<ul style="list-style-type: none"> a. identify different perspectives on Italian-speaking cultures and speculate on their origins; e.g., stereotypes of Italian-speaking cultures present in their own community 	<ul style="list-style-type: none"> a. apply knowledge of elements of Italian-speaking cultures, derived from a variety of sources, to interpret behaviours and texts
GC-1.3 diversity within Italian- speaking cultures	<ul style="list-style-type: none"> a. apply knowledge of diverse elements of Italian-speaking cultures in interactions with people and texts; e.g., ethnic or religious minorities 	<ul style="list-style-type: none"> a. identify different perspectives on diverse elements of Italian-speaking cultures and speculate on their origins; e.g., stereotypes within the cultures 	<ul style="list-style-type: none"> a. apply knowledge of diverse elements of Italian-speaking cultures, derived from a variety of sources, to interpret behaviours and texts
GC-1.4 valuing Italian- speaking cultures	<ul style="list-style-type: none"> a. choose to participate in, and contribute to, activities and experiences that reflect Italian-speaking cultures 	<ul style="list-style-type: none"> a. examine their own perceptions of the Italian language and Italian-speaking cultures, including stereotypes 	<ul style="list-style-type: none"> a. seek out and use opportunities to enter into contact with members of Italian-speaking cultures; e.g., exchange letters with a pen pal

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC–2 affirming and valuing diversity

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
GC–2.1 awareness of first language	a. identify some words in their first language that have been borrowed from Italian or from other languages	a. identify some regional variations in their first language	a. identify aspects of their personal style in both speech and writing
GC–2.2 general language knowledge	a. identify how and why languages borrow from one another	a. recognize that languages may have regional differences in pronunciation, vocabulary or structure	a. describe ways that languages evolve over time and describe the reasons for their evolution
GC–2.3 awareness of own culture	a. identify shared references (e.g., celebrities and the different connotations attached to them) in Italian-speaking cultures and their own culture	a. identify some of the past and present relationships between the Italian-speaking cultures being studied and their own; e.g., immigration	a. identify ethnocentric elements in documents from their own culture
GC–2.4 general cultural knowledge	a. recognize some of the factors that affect the culture of a particular region; e.g., historical events, significant individuals	a. recognize that different cultures may have different interpretations of texts and cultural practices or products	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture
GC–2.5 valuing diversity	a. recognize and acknowledge different perspectives	a. recognize and acknowledge the value of different perspectives	a. seek out opportunities to interact with people from various cultures who have an interest in the Italian language and/or Italian-speaking cultures
GC–2.6 intercultural skills	a. identify and make use of public and private institutions that facilitate contact with other countries and cultures	a. recognize stereotypical thinking	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture b. identify ethnocentric perspectives in a document or event and explain their origins

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**, through the exploration of the cultures of the Italian-speaking world.

GC-3 personal and career opportunities

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

GC-3.1 Italian culture and language	a. identify some careers that use knowledge of Italian	a. explore personal reasons for learning Italian	a. explore opportunities for further education related to Italian and Italian-speaking cultures
GC-3.2 cultural and linguistic diversity	a. identify some careers that use knowledge of international languages and cultures, and intercultural skills	a. explore personal reasons for learning additional languages and experiencing other cultures	a. explore opportunities for further education related to languages and cultures

Strategies



language learning

language use

**Students will know and use various strategies
to maximize the effectiveness
of learning and communication.**

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Italian and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Italian or in own language
- find information using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates whose meanings vary in different languages

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text

- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Italian
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., *scusi, mi dispiace, non ho capito*, raised eyebrows, blank look
- ask for clarification or repetition when something is not understood; e.g., *Che cosa vuoi dire?, Può ripetere, per favore?*
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *Quello che cerco di dire è ...*

- use a simple word similar to the concept to convey, and invite correction; e.g., *pesce* for *trota*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Si può dire così?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *ma, veramente, dov'ero*
- use circumlocution to compensate for lack of vocabulary; e.g., *quello per appendere i panni for attaccapanni*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Allora, quello che tu vuoi dire è ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Mi spiego?*
- use suitable phrases to intervene in a discussion; e.g., *parlando di ...*
- self-correct if errors lead to misunderstandings; e.g., *Quello che voglio dire è ...*

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or read for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading

- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final versions of texts
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned

- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
S-1.1 cognitive	a. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Italian or in their own language	a. select and use a variety of cognitive strategies to enhance language learning; e.g., find information using reference materials like dictionaries, textbooks and grammars, use available technological aids to support language learning	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
S-1.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition, and identify one or more they consider particularly useful	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the potential of learning through direct exposure to the language, know how strategies may enable them to cope with texts containing unknown elements
S-1.3 social/affective	a. select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to make themselves feel competent to do the task	a. select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks and try unfamiliar tasks and approaches	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions occurring in their own conversations, and make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 30 and 31.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
S–2.1 interactive	a. select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct	a. select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary	a. select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding
S–2.2 interpretive	a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in a text	a. select and use a variety of interpretive strategies; e.g., use key content words or discourse markers to follow an extended text	a. select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas
S–2.3 productive	a. select and use a variety of productive strategies; e.g., use resources to increase vocabulary	a. select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text	a. select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 31 and 32.

General Outcome for Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
S-3.1 cognitive	a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	a. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, and identify and justify the evidence on which their inferences are based
S-3.2 metacognitive	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., manage their own physical working environment	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal, such as a diary or a log	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning
S-3.3 social/affective	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	a. select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., be willing to take risks and try unfamiliar tasks and approaches

Further examples of general learning strategies are available on pages 32 and 33.