ITALIAN LANGUAGE AND CULTURE 10-3Y, 20-3Y, 30-3Y

This Italian Language and Culture Three-year (3Y) Program is intended for students who are beginning their study of Italian language and culture in senior high school.

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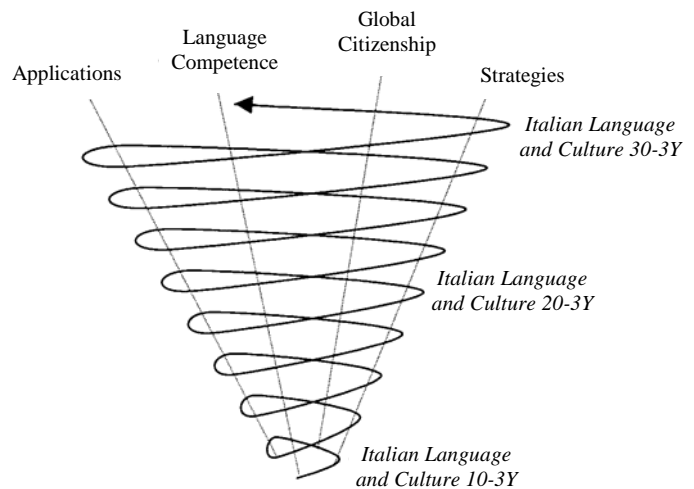
Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning;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

Applications   Language Competence   Global Citizenship   Strategies

Italian Language and Culture 30-3Y

Italian Language and Culture 20-3Y

Italian Language and Culture 10-3Y

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 course. 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 course 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 extend their knowledge of the world
A–5   for imaginative purposes and personal enjoyment
A–6   to form, maintain and change interpersonal relationships

Language Competence

Students will use Italian **effectively** and **competently**.
LC–1   attend to form
LC–2   interpret and produce oral and written texts
LC–3   apply knowledge of the sociocultural context
LC–4   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
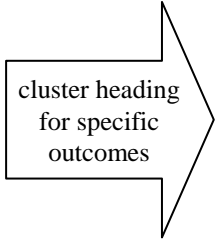
Students will know and use various strategies to maximize the **effectiveness** of learning and communication.
S–1   language learning
S–2   language use
S–3   general learning

(Revised 2006)

Guide to Reading the Program of Studies

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

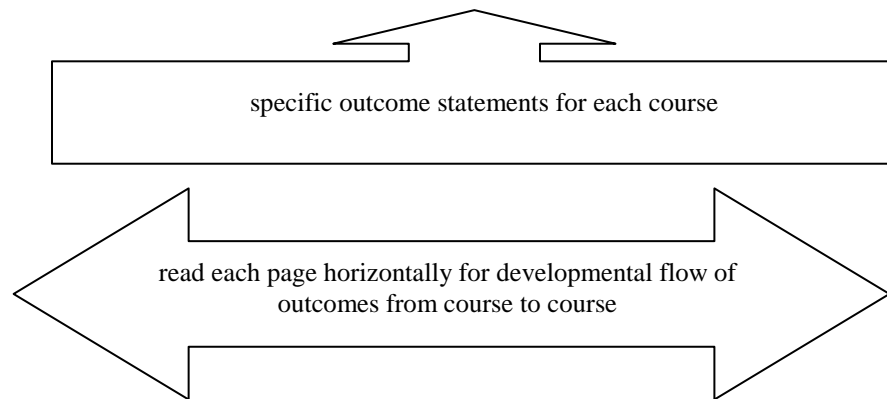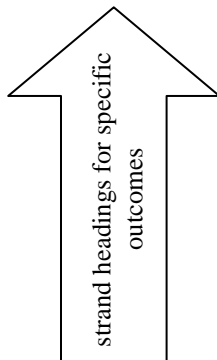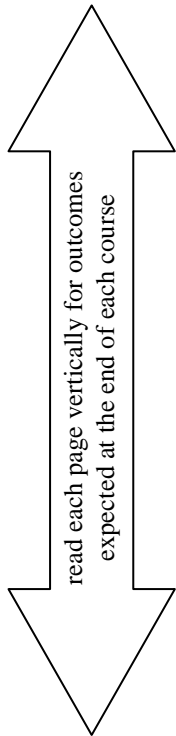cluster heading for specific outcomes →

S–2   language use

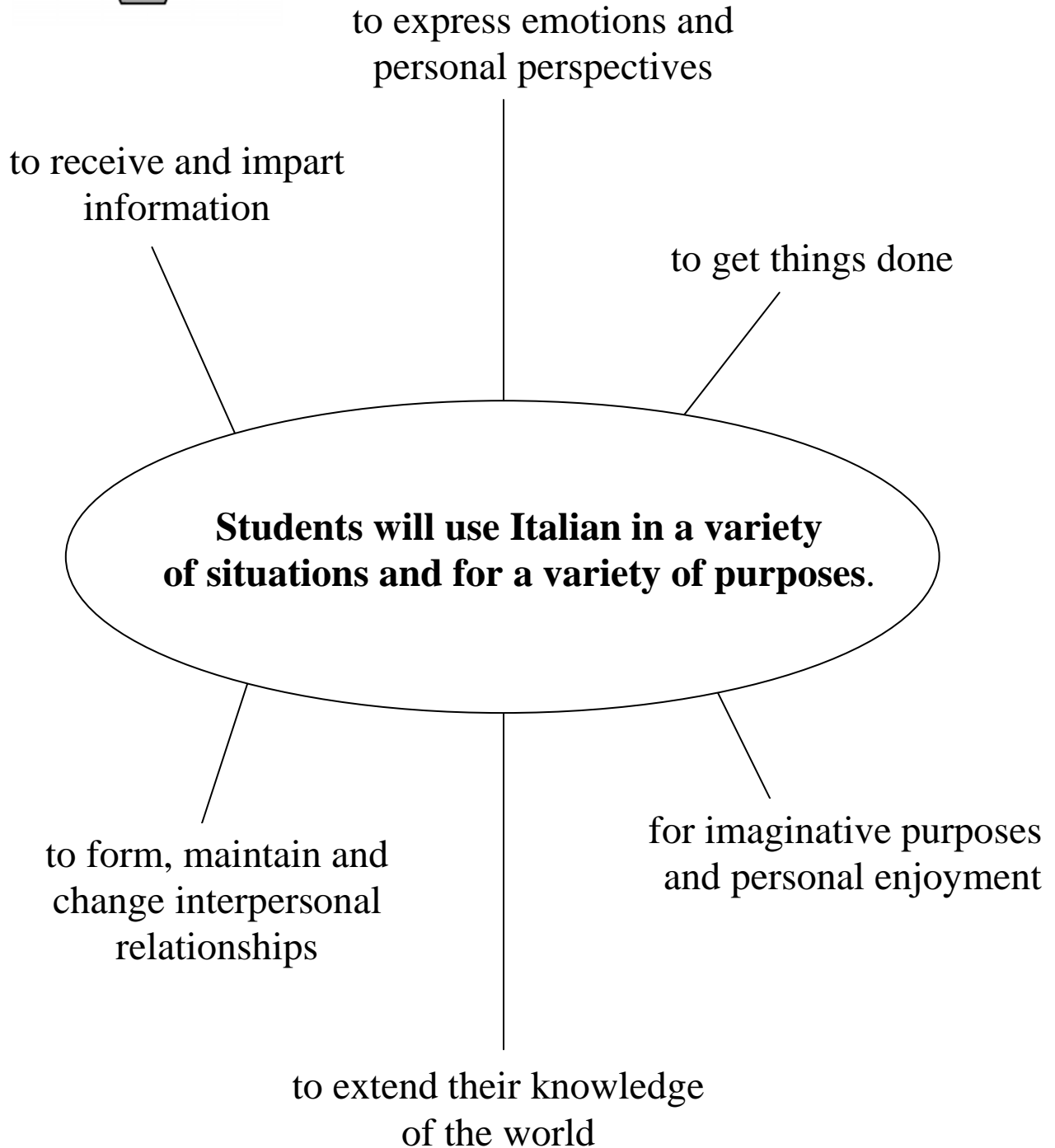|	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
Students will be able to:			
S–2.1 interactive	a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally	a. identify and use a variety of interactive strategies; e.g., use different techniques to maintain communication	a. select and use a variety of interactive strategies; e.g., use a range of communicative devices to sustain conversations
S–2.2 interpretive	a. use simple interpretive strategies with guidance; e.g., use illustrations, gestures and intonation to aid comprehension	a. identify and use a variety of interpretive strategies; e.g., seek key words and expressions, make inferences based on prior knowledge	a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to facilitate comprehension
S–2.3 productive	a. use simple productive strategies with guidance; e.g., use words in the immediate environment	a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences	a. select and use a variety of productive strategies; e.g., use a variety of resources to sustain and enrich communication

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

strand headings for specific outcomes

specific outcome statements for each course

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

Applications

to express emotions and
personal perspectives

to receive and impart
information

to get things done

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

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

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, which show the developmental flow of learning from course to course. 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 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 course. 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

	Italian Language and Culture 10-3Y	**Italian Language and Culture 20-3Y**	**Italian Language and Culture 30-3Y**
	Students will be able to:		
A–1.1 share factual information	a. identify people, places and things b. ask for and provide basic information c. respond to simple questions	a. ask for and provide information on various familiar topics b. describe people, places, things and series of events or actions	a. provide information on several aspects of a topic; e.g., give a simple report including descriptions and comparisons

A–2   to express emotions and personal perspectives

Students will be able to:

	Italian Language and Culture 10-3Y	**Italian Language and Culture 20-3Y**	**Italian Language and Culture 30-3Y**
A–2.1 share ideas, thoughts, opinions, preferences	a. express a personal response and simple preferences b. identify favourite people, places, things and activities	a. express a personal response to a variety of situations b. inquire about and express likes and dislikes c. record and share thoughts and ideas with others	a. inquire about and express reasons and preferences
A–2.2 share emotions, feelings	a. respond to and express emotions and feelings b. identify emotions and feelings	a. inquire about, express and respond to a variety of emotions and feelings b. record and share personal experiences involving an emotion or feeling	a. inquire about and express emotions and feelings in a variety of familiar contexts b. compare the expression of emotions and feelings in a variety of informal situations

A–3   to get things done

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands c. suggest a course of action, and respond to a suggestion	a. make and respond to a variety of simple requests b. seek, grant or withhold permission c. relay simple messages d. give and follow a simple sequence of instructions	a. make and respond to suggestions in a variety of situations b. give and respond to advice and warnings c. encourage others to perform an action, or discourage others from a course of action
A–3.2 state personal actions	a. respond to offers, invitations and instructions b. ask or offer to do something c. state preference from among several options	a. express a wish or a desire to do something b. make an offer or an invitation, and respond to offers and invitations made by others c. inquire about and express ability and inability to do something	a. state personal actions in the past, present or future b. make a promise and express intention in a variety of situations
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately c. ask for help or for clarification of what is being said or done in the group	a. suggest, initiate or direct action in group activities b. encourage other group members to participate c. assume a variety of roles and responsibilities as group members d. negotiate in a simple way with peers in small-group tasks e. offer to explain or clarify	a. check for agreement and understanding b. express disagreement in an appropriate way c. express appreciation, enthusiasm, support and respect for contributions of others

A–4   to extend their knowledge of the world

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
A–4.1 discover and explore	a. discover and explore the immediate environment	a. make and talk about personal observations b. explore classification systems and criteria for categories c. discover relationships and patterns	a. ask questions to gain knowledge and clarify understanding b. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing
A–4.2 gather and organize information	a. gather simple information b. organize and sequence items in different ways c. sequence items in different ways	a. record and share personal knowledge of a topic b. compare and contrast items in simple ways c. compose questions to guide research d. identify sources of information e. record observations	a. gather information from a variety of resources b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flow charts
A–4.3 solve problems	a. experience problem-solving situations in the classroom b. choose between alternative solutions	a. recognize and describe a problem, then propose simple solutions b. understand and use the steps in the problem-solving process	a. describe and analyze a problem, then propose a variety of solutions b. generate and evaluate alternative solutions to problems
A–4.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and products of others c. make connections between simple behaviour and values; e.g., *Lei studia tanto. È studiosa.*	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience c. recognize differences of opinion	a. explore how values influence behaviour; e.g., describe characters and their motivations in a story b. provide reasons for their position on an issue

A–5 for imaginative purposes and personal enjoyment

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
A–5.1 humour/fun	a. use Italian for fun; e.g., learn simple riddles, jingles and humorous songs	a. use Italian for fun and to interpret humour; e.g., simple, amusing texts	a. use Italian for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits
A–5.2 creative/aesthetic purposes	a. use Italian creatively; e.g., write slogans	a. use Italian creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language	a. use Italian creatively and for aesthetic purposes; e.g., create travel brochures, advertisements
A–5.3 personal enjoyment	a. use Italian for personal enjoyment; e.g., use audiovisual materials	a. use Italian for personal enjoyment; e.g., listen to favourite songs in Italian, play games	a. use Italian for personal enjoyment; e.g., exchange letters with, or e-mail, a pen pal

A–6 to form, maintain and change interpersonal relationships

	Students will be able to:		
A–6.1 manage personal relationships	a. exchange greetings and farewells	a. apologize and refuse politely	a. initiate and participate in casual exchanges with classmates
	b. address a new acquaintance, and introduce themselves	b. talk about themselves, and respond to the talk of others by showing attention and interest	b. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages
	c. exchange some basic personal information; e.g., name, age	c. make and break social engagements	
	d. initiate relationships		

Language Competence

interpret and
produce oral and
written texts

attend to form

**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 language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation 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 four 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 course to course. 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 classroom activities that focus on meaningful uses of the 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.

LC–1 attend to form

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
LC-1.1 phonology	a. pronounce some common words and phrases comprehensibly b. use intonation to express meaning c. distinguish particular sounds of the Italian language	a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases b. recognize some of the effects that intonation and stress have in different situations	a. pronounce unfamiliar words b. identify and reproduce sound distinctions that are important for meaning
LC-1.2 orthography	a. recognize and name basic elements of the writing system b. write words of personal significance	a. recognize and use basic spelling patterns b. recognize and use basic mechanical conventions; e.g., capitalization, punctuation	a. apply some common spelling rules b. use basic spelling patterns consistently in writing familiar words and phrases
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • school • activities • time and weather • people around me • holidays and celebrations • shopping and restaurants • 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: • daily routine • clothing • travel • food • health • sports • 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: • arts, entertainment and literature • the world of work • technology • the environment • social issues • any other lexical fields that meet their needs and interests b. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea

(continued)

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LC–1 attend to form

Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y

Students will be able to:

a. use, in modelled situations,[1] the following grammatical elements: ....

LC–1.4
grammatical elements

Verbs:
- present perfect of verbs in *-are, -ere, -ire*; e.g., *ho studiato, ho letto, ho dormito; sono andato/sono andata*
- present tense of modal verbs: *potere, volere, dovere*
- present conditional of verbs in *-are, -ere, -ire*

Prepositions:
- simple: *di, a, da, in, con, su, per, tra, fra*
- compound; e.g., *del, dello, dell', della, dei, degli, delle*

Pronouns:
- indirect object: *le, gli, loro*

Negative Expressions:
- e.g., *non* (verb) *più*
  non (verb) *ancora*
  non (verb) *mai*
  non (verb) *niente*

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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.

(continued)

LC–1 attend to form

Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y

Students will be able to:

b. use, in structured situations,[2] the following grammatical elements: ....

Articles: • partitive: *del, dello, dell', della, dei, degli, delle* ***Verbs:*** • future of verbs in *-are, -ere, -ire* • reflexive; e.g., *mi lavo, mi siedo, mi vesto* ***Pronouns:*** • direct object: *lo, li, la, le*	***Pronouns:*** • indirect object: *le, gli, loro* • possessive; e.g., *il mio, il tuo, il suo* ***Verbs:*** • imperfect of verbs in *-are, -ere, -ire* • present perfect of verbs in *-are, -ere, -ire* • present tense of modal verbs: *potere, volere, dovere* • present conditional of verbs in *-are, -ere, -ire* ***Adjectives:*** • relative superlative: *il più* (adjective) *di, la più* (adjective) *di* ***Adverbs:*** • adjective with *-mente;* e.g., *lentamente, facilmente, caramente* ***Prepositions:*** • simple: *di, a, da, in, con, su, per, tra, fra* • compound; e.g., *del, dello, dell', della, dei, degli, delle*	

LC–1.4
grammatical elements

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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.

(continued)

LC–1 attend to form

Italian Language and Culture 10-3Y	**Italian Language and Culture 20-3Y**	**Italian Language and Culture 30-3Y**

Students will be able to:

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

Nouns: - gender and number; e.g., *bambino/bambini, bambina/bambine, classe/classi* ***Pronouns:*** - personal: *io, tu, lui, lei, noi, voi, loro* - reflexive: *mi, ti, si, ci, vi, si* - disjunctive: *a me, a te, a lui, a lei, a noi, a voi, a loro* - demonstrative: *questo, questi, questa, queste; quel, quello, quell', quella, quei, quelli, quegli, quelle* ***Interrogatives:*** *che, chi, cosa, dove, quando, come, perché, quanto/quanti, quanta/quante* ***Articles:*** - definite: *il, lo, l', la, i, gli, le* - indefinite: *un, uno, una, un'* ***Verbs:*** - imperative of verbs in *-are, -ere, -ire* - present of verbs in *-are, -ere, -ire; avere* and *essere; fare* and *dare* - impersonal verb *piacere*; e.g., *mi piace la mela, mi piacciono le mele* - present progressive of verbs in *-are, -ere, -ire*; e.g., *sto studiando, sto leggendo, sto dormendo*	***Nouns:*** - derivatives - diminutives ***Pronouns:*** - direct object: *lo, li, la, le* - relative: *che, cui* ***Articles:*** - partitive: *del, dello, dell', della, dei, degli, delle* ***Verbs:*** - reflexive; e.g., *mi lavo, mi siedo, mi vesto* - future of verbs in *-are, -ere, -ire* - present tense of *sapere, conoscere*	***Nouns:*** - collective; e.g., *gregge* - abstract; e.g., *virtù, amore* - compound; e.g., *capolavoro* ***Pronouns:*** - indirect object: *le, gli, loro* - double object: *me lo, te lo, glielo, ce lo, ve lo, lo* (verb) *loro* - possessive; e.g., *il mio, il tuo, il suo* ***Verbs:*** - present perfect of verbs in *-are, -ere, -ire* - imperfect of verbs in *-are, -ere, -ire* - present tense of modal verbs: *volere, potere, dovere* - present conditional of verbs in *-are, -ere, -ire*

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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

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

LC–1 attend to form

LC–1.4
grammatical elements

Italian Language and Culture 10-3Y

Adjectives:
- gender and number; e.g., *piccolo/piccoli, piccola/piccole; grande/grandi*
- cardinal numbers; e.g., *uno, due, tre*
- ordinal numbers; e.g., *primo, secondo, terzo*
- possessive; e.g., *il mio, il tuo, il suo*
- demonstrative: *questo, questi, questa, queste; quel, quello, quell', quella, quei, quelli, quegli, quelle*

Adverbs:
- *bene, male, molto, poco*

Conjunctions:
- *e, o, ma, poi*

Negative Form:
- e.g., *non studio, non leggo, non dormo*

Italian Language and Culture 20-3Y

Adjectives:
- comparative: *così* (adjective) *come, tanto* (adjective) *quanto, più* (adjective) *di, più* (adjective) *che, meno* (adjective) *di, meno* (adjective) *che*

Adverbs:
- comparative: *meno, più, meglio, peggio*

Conjunctions:
- *dopo, allora, prima*

Italian Language and Culture 30-3Y

Adjectives:
- absolute superlative; e.g., *molto alto, altissimo*
- irregular superlative; e.g., *ottimo, pessimo, maggiore, minore*
- relative superlative: *il più* (adjective) *di, la più* (adjective) *di*

Adverbs:
- of time: *durante, mentre, ora*
- absolute superlative: *benissimo, malissimo, moltissimo, pochissimo*
- adjective with *-mente*; e.g., *lentamente, facilmente, caramente*

Prepositions:
- simple: *di, a, da, in, con, su, per, tra, fra*
- compound; e.g., *del, dello, dell', della, dei, degli, delle*

Conjunctions:
- *però*

Negative Expressions:
- e.g., *non* (verb) *più non* (verb) *ancora non* (verb) *mai non* (verb) *niente*

LC–2 interpret and produce oral and written texts

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
LC–2.1 aural interpretation	a. understand a series of simple spoken sentences from a variety of media in guided situations	a. understand short, simple oral texts from a variety of media in guided and unguided situations	a. understand short oral texts on unfamiliar topics from a variety of media in guided situations
LC–2.2 written interpretation	a. understand a series of simple written sentences from a variety of media in guided situations	a. understand short, simple written texts from a variety of media in guided and unguided situations	a. understand short written texts on unfamiliar topics from a variety of media in guided situations
LC–2.3 visual interpretation	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from the visual elements of a variety of media in guided situations	a. derive meaning from the visual elements of a variety of media
LC–2.4 oral production	a. produce simple words and phrases, orally, in guided situations	a. produce short, simple oral texts in guided situations	a. produce short oral texts in guided and unguided situations
LC–2.5 interactive fluency	a. interact, using a sequence of simple sentences, in guided situations	a. engage in simple interactions	a. manage short interactions in familiar situations, with pauses for planning and repair
LC–2.6 written production	a. produce simple words and phrases, in writing, in guided situations	a. produce short, simple written texts in guided situations	a. produce short written texts in guided and unguided situations
LC–2.7 representation	a. express meaning through the use of a variety of visuals and other forms of nonverbal communication in guided situations; e.g., posters, cartoons, illustrations, brochures, Internet, models, graphs, charts, maps, fine arts, videos, television, radio	a. express meaning through the use of 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

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

LC–3 apply knowledge of the sociocultural context

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
LC–3.1 register	a. use simple forms of formal and informal language; e.g., *tu, Lei, voi*	a. use formal and informal language appropriately in familiar situations	a. explore formal and informal uses of language in a variety of contexts
LC–3.2 idiomatic expressions	a. understand and use some simple idiomatic expressions, with guidance	a. use learned idiomatic expressions, with guidance, to enhance communication	a. use learned idiomatic expressions appropriately in a variety of situations
LC–3.3 variations in language	a. identify variations in language; e.g., regional, age-related, gender, social class, accent	a. acknowledge variations in language; e.g., regional, age-related, gender, social class, accent	a. adopt some variations in language; e.g., regional, age-related, gender, social class, accent
LC–3.4 social conventions	a. use basic social expressions and conventions appropriate to familiar situations; e.g., handshake, kiss on both cheeks	a. identify and use learned expressions and conventions in various social interactions and formal and informal situations	a. explore and use a variety of social conventions
LC–3.5 nonverbal communication	a. understand appropriate nonverbal behaviours; e.g., body language	a. recognize and use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact	a. use a variety of forms of nonverbal communication appropriately

LC–4 apply knowledge of how the Italian language is organized, structured and sequenced

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
LC–4.1 cohesion/coherence	a. sequence elements of a simple story, process or series of events b. link words or groups of words in simple ways; e.g., *e, poi* c. interpret basic references within simple texts; e.g., pronouns, demonstratives	a. organize texts using common patterns; e.g., cause and effect, straightforward time sequencing b. link several sentences coherently c. use common conventions to structure texts; e.g., titles, paragraphs	a. link simple texts coherently b. organize texts to indicate steps in a procedure or directions to follow
LC–4.2 text forms	a. recognize a variety of simple oral and print text forms; e.g., lists, letters, stories, songs	a. recognize a variety of oral and print text forms; e.g., recipes, invitations, messages b. use some simple text forms in their own productions; e.g., maps, questionnaires	a. recognize different text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals b. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game
LC–4.3 patterns of social interaction	a. initiate and respond to basic social interaction patterns; e.g., question–answer	a. use simple conventions to open and close conversations and to manage turn taking b. initiate and respond to a variety of social interaction patterns; e.g., statement–agreement/disagreement–reaction	a. use complex social interaction patterns; e.g., *Mi scusi, potrebbe dirmi …*

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 course to course. 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 the processes and methods of acquiring knowledge about Italian-speaking cultures, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes toward Italian-speaking cultures as well as knowledge of the diversity within those 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 minority cultures. Rather than developing a bank of knowledge about the Italian-speaking cultures, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the 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.

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

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world	a. ask questions, using their first language, about elements of Italian cultures experienced in class b. make observations of the Italian cultures c. participate in activities and experiences that reflect elements of Italian cultures	a. seek out information about Italian cultures from authentic sources b. identify some things they have in common with people their own age who live in an Italian culture c. compare and make connections between some elements of the Italian culture being studied and their own culture d. participate in activities and experiences that reflect elements of Italian cultures	a. formulate questions in Italian about elements of Italian cultures; e.g., patterns of behaviour or interaction typical of people their own age b. use basic research skills to find out about Italian cultures c. explore and identify some elements of Italian cultures; e.g., key historical events and their influence on contemporary ways of life and cultural values
GC–1.2 applying cultural knowledge	a. identify elements of Italian cultures in the classroom, school and community b. explore some elements of Italian cultures	a. identify commonalities and differences between Italian cultures and their own b. apply knowledge of Italian cultures to interpret these commonalities and differences	a. apply knowledge of Italian cultures in interactions with people and texts b. interpret cultural behaviour that is different from their own
GC–1.3 diversity within Italian-speaking cultures	a. recognize diverse elements of Italian cultures b. identify some elements that reflect diversity within Italian cultures	a. identify commonalities and differences among diverse groups within the cultures b. apply knowledge of the Italian cultures to interpret these commonalities and differences	a. apply knowledge of diverse elements of Italian cultures
GC–1.4 valuing Italian-speaking cultures	a. participate in Italian cultural activities	a. participate in Italian cultural activities and experiences b. identify similarities between themselves and people of the culture being studied	a. express empathy for those whose cultural behaviour is different from their own b. participate in and contribute to activities and experiences that reflect Italian cultures

GC–2 affirming and valuing diversity

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
GC–2.1 awareness of first language	a. recognize similarities and differences between their first language and Italian; e.g., cognates	a. compare written and oral aspects of their first language and Italian	a. identify ways in which their first language and Italian are similar and different
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify differences and similarities between words and writing systems from different languages within their personal experience c. recognize that languages can be grouped into families based on common origins	a. describe ways that languages can be taught and learned b. recognize that within any linguistic group individuals use language in personal ways c. recognize that in any language there are different words for the same thing	a. identify how and why languages borrow from one another b. recognize that languages evolve and adapt over time
GC–2.3 awareness of own culture	a. explore and recognize similarities and differences between their own culture and other cultures	a. recognize and identify similarities and differences between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	a. identify some influences on the development of their personal identity
GC–2.4 general cultural knowledge	a. recognize that culture is expressed through a variety of forms b. recognize that a variety of cultural practices are followed by their classmates and different groups in their community c. participate in activities and experiences that reflect elements of different cultures	a. recognize that speakers of the same language may come from different cultural backgrounds	a. identify that within any culture there are important differences in the way people speak and behave b. identify some of the factors that affect the culture of a particular region c. explore various ways in which individuals acquire a cultural identity

(continued)

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.

(continued)

GC–2 affirming and valuing diversity

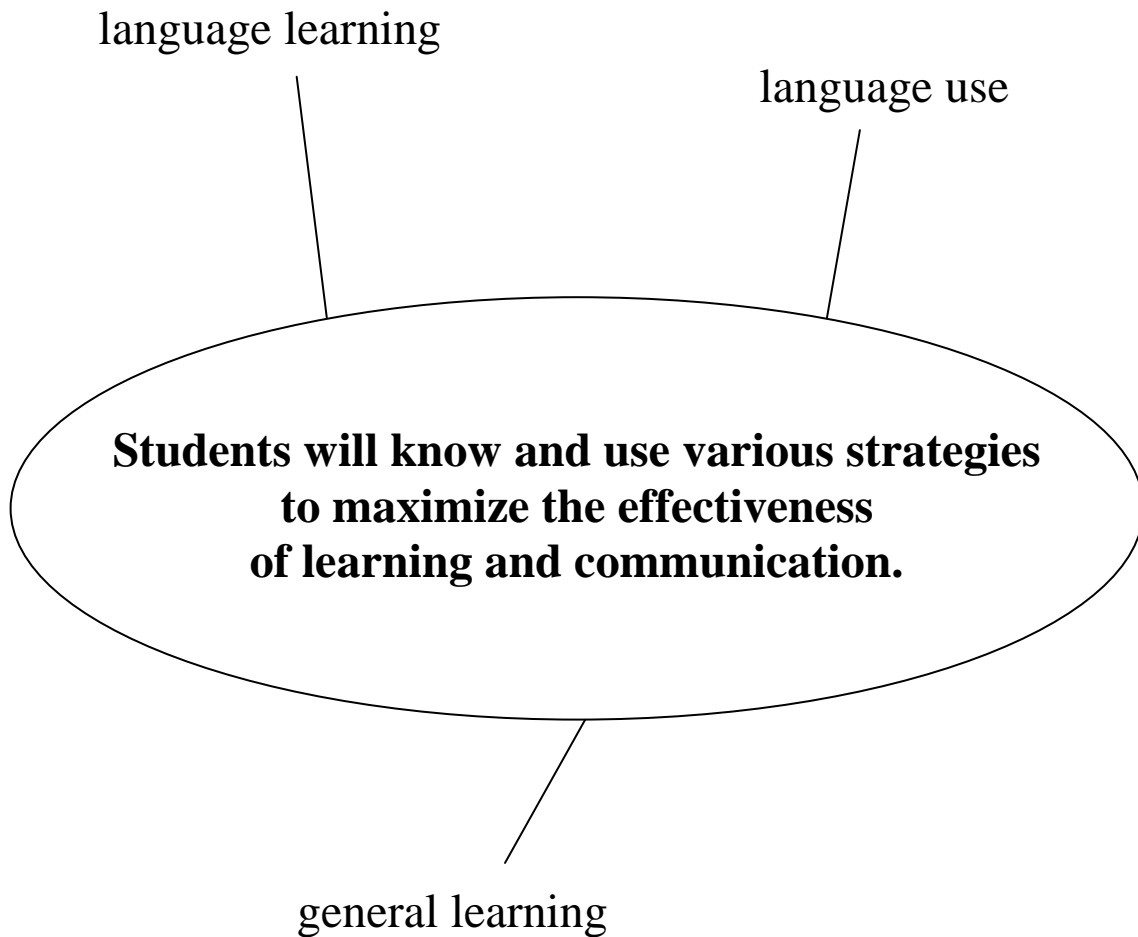|	**Italian Language and Culture 10-3Y**	**Italian Language and Culture 20-3Y**	**Italian Language and Culture 30-3Y**
	Students will be able to:		
GC–2.5 valuing diversity	a. work and interact with others	a. engage in activities that reflect other ways of doing things or other perspectives b. identify the limitations of adopting a single perspective	a. recognize and acknowledge different perspectives
GC–2.6 intercultural skills	a. adapt to new situations b. listen with attention to the opinions of others c. initiate and maintain new relationships	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors	a. explore representations of their own culture as seen from the outside b. identify and make use of institutions that facilitate contact with other countries and cultures

> **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

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
GC–3.1 Italian and Italian-speaking cultures	a. identify reasons for learning Italian, and identify some places they could visit where Italian is spoken	a. identify some careers for which knowledge of Italian is useful, and recognize that knowledge of an additional language is an asset to any career	a. explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives
GC–3.2 cultural and linguistic diversity	a. identify some reasons for participating in activities and experiences that reflect elements of different cultures b. identify reasons for learning an additional language and learning about global cultures	a. explore careers in which knowledge of additional languages and intercultural skills can be applied	a. explore applications of language and cultural learning in their personal and social lives and in the global workplace and marketplace

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 course to course. 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 in a particular course. 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 the Italian language 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, 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 the second language
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues 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 look 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 version of text
- 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
- reflect upon own thinking processes and how you learn
- choose from among learning options
- discover how own efforts can affect learning
- 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

S–1 language learning

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify and use similarities and differences between aspects of Italian and their own language	a. select and use a variety of cognitive strategies to enhance language learning; e.g., use technology and other reference materials
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language, discover how own efforts can affect learning	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with guidance	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., reflect upon own performance and that of others
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups, seek assistance from others	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., engage in unfamiliar tasks and approaches with guidance	a. select and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming for a newly given task

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

S–2   language use

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
S–2.1 interactive	a. use simple interactive strategies with guidance; e.g., indicate lack of understanding verbally or nonverbally	a. identify and use a variety of interactive strategies; e.g., use different techniques to maintain communication	a. select and use a variety of interactive strategies; e.g., use a range of communicative devices to sustain conversations
S–2.2 interpretive	a. use simple interpretive strategies with guidance; e.g., use illustrations, gestures and intonation to aid comprehension	a. identify and use a variety of interpretive strategies; e.g., seek key words and expressions, make inferences based on prior knowledge	a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to facilitate comprehension
S–2.3 productive	a. use simple productive strategies with guidance; e.g., use words in the immediate environment	a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences	a. select and use a variety of productive strategies; e.g., use a variety of resources to sustain and enrich communication

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

S–3 general learning

	Italian Language and Culture 10-3Y	Italian Language and Culture 20-3Y	Italian Language and Culture 30-3Y
	Students will be able to:		
S–3.1 cognitive	a. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts	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
S–3.2 metacognitive	a. use simple metacognitive strategies to enhance general learning; e.g., discover how own efforts can affect learning	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., take responsibility for planning, monitoring and reflecting on learning experiences
S–3.3 social/affective	a. use simple social and affective strategies to enhance general learning; e.g., seek assistance from others	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take risks	a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help and encourage one another

Further examples of general learning strategies are available on page 33.