



# Chapter 8

## Course Level Samples

### Chapter Summary

- Introduction
- Integrate for Efficiency and Motivation
- Reading the Course Level Samples
- Course Level Samples for 10-3Y, 20-3Y, 30-3Y
  - Applications
  - Language Competence
  - Global Citizenship
  - Strategies

### Introduction

The course level samples section provides sample teaching and learning activities with corresponding assessment strategies for each specific outcome in the Italian Language and Culture 10-3Y, 20-3Y, 30-3Y Program of Studies. The prescribed general and specific outcomes for each level appear in the same order as in the program of studies.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

## Integrate for Efficiency and Motivation

In the time allotted for each level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

## Reading the Course Level Samples

The component label, general outcome, cluster heading, course label, strand and specific outcome are presented first.

<b>Applications</b>	<b>General Outcome</b> Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> .	<b>Cluster Heading</b> <b>A-1</b> to receive and impart information	<b>10-3Y</b>
<b>Strand</b>	A-1.1 share factual information		
<b>Specific Outcome</b>	<i>Students will be able to:</i> a. identify people, places and things		

Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Let's Make a Poster

Students design posters of people, places or things using magazine pictures or their own drawings. Students present their posters in the form of a trade show. Half the class displays their posters around the classroom while the remaining students rotate from one poster to the next. Students orally present their posters to classmates as they visit each station. (Indicate when students should switch to the next presenter by ringing a bell.) After students have visited several stations, they switch roles and the other half of the class takes turns presenting their posters to classmates.

### **Transparencies**

Prepare an overhead transparency of a scene related to a theme being studied. Number six of the objects in the scene from one to six. Working in pairs, students take turns rolling a die and identify the object on the transparency with the corresponding number. Each correct answer scores a point. (When students have developed greater linguistic proficiency, this can be turned into a memory game where the teacher shows the transparency only briefly before students begin playing the game.)

### **Memory Game Baskets**

Gather a basket of classroom supplies. Hold them up one by one and name them. Go through the items a second time, having students repeat after you. Students then draw the items into squares of blank bingo cards. Once all squares are filled, the class plays bingo. The winner must call back the correct word for each picture.

Suggestions for assessment follow the sample teaching and learning activities and appear under the heading Sample Assessment Strategies.

## **SAMPLE ASSESSMENT STRATEGIES**

### **Focus for Assessment**

Do the students:

- identify people, places and things?

### **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to identify people, places and things, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

