





Course Level Samples for 20-3Y

Applications	248
Language Competence	286
Global Citizenship	317
Strategies	340

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 the program of studies.

<p style="text-align: center;">Applications</p>  <p>Students will use Italian in a variety of situations and for a variety of purposes.</p> <p>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</p>	<p style="text-align: center;">Language Competence</p>  <p>Students will use Italian effectively and competently.</p> <p>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</p>
<p style="text-align: center;">Global Citizenship</p>  <p>Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Italian-speaking world.</p> <p>GC-1 historical and contemporary elements of Italian-speaking cultures GC-2 affirming and valuing diversity GC-3 personal and career opportunities</p>	<p style="text-align: center;">Strategies</p>  <p>Students will know and use various strategies to maximize the effectiveness of learning and communication.</p> <p>S-1 language learning S-2 language use S-3 general learning</p>

Applications

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–1 to receive and impart information	20-3Y
Strand	A–1.1 share factual information		
Specific Outcome	<i>Students will be able to:</i> a. ask for and provide information on various familiar topics		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Lost!

Ask the class to imagine they are visiting Rome for the first time. They are to ask a passer-by the following questions.

- *Scusi signore, dov'è il Colosseo?* (Excuse me, sir, where is the Coliseum?)
- *Scusi signorina, dov'è la Fontana di Trevi?* (Excuse me, ma'am, where is Fontana di Trevi?)
- *Scusate signori, c'è una banca qui vicino?* (Excuse me, is there a bank nearby?)
- *C'è una farmacia vicino alla stazione ferroviaria?* (Is there a pharmacy close to the station?)

In pairs, students role-play dialogues to read to the class.

What Is It?

Model the sentence patterns *Questo è un libro?* (Is this a book?)

Then, ask a student:

Questo cos'è? (What is this?)

È un libro. (It is a book.)

Cos'è? (What is it?)

Un libro. (A book.)

Students ask questions to each other.

Substitute other objects such as *matita*, *quaderno* (pencil, note book) and continue asking questions to individual students.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- ask for and provide information on various familiar topics?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to ask for and provide information on various familiar topics (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A-1 to receive and impart information	20-3Y
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Strand	A-1.1 share factual information
Specific Outcome	<i>Students will be able to:</i> b. describe people, places, things and series of events or actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Descriptions

Show a video on grape picking in a small Italian town. Group students and give each group an envelope of cards that describe the series of events in this film. Students re-order these cards into the correct sequence of events. The groups present the events to the class, describing the people, places and things.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- describe people, places, things and series of events or actions?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to describe people, places, things and series of events or actions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–2 to express emotions and personal perspectives	20-3Y
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Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	<i>Students will be able to:</i> a. express a personal response to a variety of situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Activities

Present the class with a variety of pictures from calendars depicting summer activities. Ask students which activities they prefer.

- *Quale attività preferisci?* (Which activity do you prefer?)
- *Quale attività ti piace?* (Which activity do you like?)
- *Quale attività preferisci fare?* (Which activity do you prefer doing?)

Students share with each other summer activities they prefer.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- express a personal response to a variety of situations?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–2 to express emotions and personal perspectives	20-3Y
Strand	A–2.1 share ideas, thoughts, opinions, preferences		
Specific Outcome	<i>Students will be able to:</i> b. inquire about and express likes and dislikes		

SAMPLE TEACHING AND LEARNING ACTIVITIES

What Do You Like?

Show pictures of various foods and asks students:

- *Cosa ti piace?* (What do you like?)
- *Quali ti piacciono?* (What do you like?)

Students decide if they would use:

Mi piace (I like) or *Mi piacciono* (I like), according to singular and plural forms.

La mela (the apple): *Mi piace* (I like)

Le albicocche (apricots): *Mi piacciono* (I like)

Students role-play these questions and responses to things they like.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- inquire about and express likes and dislikes?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–2 to express emotions and personal perspectives	20-3Y
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Strand	A–2.1 share ideas, thoughts, opinions, preferences
Specific Outcome	<i>Students will be able to:</i> c. record and share thoughts and ideas with others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Survey

Students conduct a survey by asking ten students in the school which foods they prefer, ranking them from 1 to 10. Students report their survey results to the class.

Sample:

Direction: *Ordina i cibi nella seguente lista in base alle tue preferenze, da 1 (il preferito) a 10 (il meno preferito).* (Please rank the following foods in terms of your preference, 1 being the most, 10 being the least.)

Nome (Name) _____

Cibi – (foods)

- ___ *mele* (apples)
- ___ *spaghetti* (spaghetti)
- ___ *gelato* (ice cream)
- ___ *patatine fritte* (French fries)
- ___ *pollo* (chicken)
- ___ *hamburger* (hamburgers)
- ___ *lattuga* (lettuce)
- ___ *pane* (bread)
- ___ *ravioli* (ravioli)
- ___ *uva* (grapes)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- record and share thoughts and ideas with others?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–2 to express emotions and personal perspectives	20-3Y
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Strand	A–2.2 share emotions, feelings
Specific Outcome	<i>Students will be able to:</i> a. inquire about, express and respond to a variety of emotions and feelings

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Wedding

Students view a video of a wedding, and then identify and respond to the emotions expressed.

Form groups of three and ask students to write a short skit on a wedding celebration and present it to class. They are to include such words as:

- *Sei contento/a?* (Are you happy?)
- *Questo matrimonio è bello?* (Is this wedding nice?)
- *È una bella festa?* (Is it a nice party?)
- *Perchè la sposa piange?* (Why does the bride cry?)
- *Perchè la madre è emozionata?* (Why is the mother emotional?)
- *Perchè lo sposo è nervoso?* (Why is the groom nervous?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- inquire about, express and respond to a variety of emotions and feelings?

Learning Log

Students reflect on their learning and how well they were able to inquire about, express and respond to a variety of emotions and feelings.

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–2 to express emotions and personal perspectives	20-3Y
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Strand	A–2.2 share emotions, feelings
Specific Outcome	<i>Students will be able to:</i> b. record and share personal experiences involving an emotion or feeling

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Photograph

Students bring a photograph about a recent experience that was important to them. In small groups, students describe the photograph to classmates and talk about their feelings and emotions of that experience.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

- Do the students:
- record and share personal experiences involving an emotion or feeling?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to record and share personal experiences involving an emotion or feeling (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.1 guide actions of others
Specific Outcome	<i>Students will be able to:</i> a. make and respond to a variety of simple requests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cities and Maps

Post maps of some cities on a bulletin board. Group students and have them invent an imaginary city and create a map of major streets, important tourist attractions, schools, parks and department stores. Groups use their new imaginary city map in role-plays of various conversations; e.g., *Scusi signore, desidero andare allo stadio per vedere la partita di calcio. Mi può indicare la strada?* (Excuse me, I would like to go to the stadium for the soccer game. Could you tell me the way?)
Vai sempre dritto su via Condotti e gira a destra all'incrocio. Lo stadio è lì. (Go straight ahead on Via Condotti and turn right at the crossing. The stadium is right there.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
 – make and respond to a variety of simple requests?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.1 guide actions of others
Specific Outcome	<i>Students will be able to:</i> b. seek, grant or withhold permission

SAMPLE TEACHING AND LEARNING ACTIVITIES

Permission

Hand out sentence strips, one half asking permission for something and the other with the response granting permission. Ask students to circulate in the classroom and share their sentence strips with other students until they find their match. They then read the questions and answers to the class; e.g.,

- *Mamma, posso andare al cinema con Franco?* (Mom, can I go with Franco to the movies?)
- *Sì vai pure.* (Sure.)
- *Gino, posso usare la tua bicicletta per favore?* (Can I use your bike, Gino?)
- *No, mi dispiace non puoi perché è rotta.* (I am sorry but you can't. It's broken.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- seek, grant or withhold permission?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to seek, grant or withhold permission, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A-3 to get things done	20-3Y
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Strand	A-3.1 guide actions of others
Specific Outcome	<i>Students will be able to:</i> c. relay simple messages

SAMPLE TEACHING AND LEARNING ACTIVITIES

Messages

Give a student a simple message to deliver to a classmate; e.g., “James, please ask Ron to bring his book to my desk.” The student delivers this message to classmates. The class then discusses alternate ways the same message can be delivered.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- relay simple messages?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to relay simple messages (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.1 guide actions of others
Specific Outcome	<i>Students will be able to:</i> d. give and follow a simple sequence of instructions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Finding Your Way to a New Location

Divide students into small groups and provide each group with a map of the school/the city/a country. Instruct half of the group to secretly identify a destination and prepare simple instructions on how to get there. Then have the group select a starting point and have the first half orally guide the second half to the destination. Students switch roles so that all students practise delivering and comprehending simple instructions.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– give and follow a simple sequence of instructions?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.2 state personal actions
Specific Outcome	<i>Students will be able to:</i> a. express a wish or a desire to do something

SAMPLE TEACHING AND LEARNING ACTIVITIES

What I Would Like to Do

Organize the class into groups of three and give each group a piece of chart paper. Students brainstorm and share the type of activities they enjoy doing with friends on weekends; e.g., *Vorrei andare al cinema. Vorrei andare al ristorante. Vorrei andare alla partita di baseball. Vorrei andare al parco. Vorrei andare a teatro.* (I would like to go to the movies. I would like to go to a restaurant. I would like to go to a baseball game. I would like to go to the park. I would like to go to the theatre.) Students record these activities onto chart paper and post in the classroom.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– express a wish or a desire to do something?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.2 state personal actions
Specific Outcome	<i>Students will be able to:</i> b. make an offer or an invitation, and respond to offers and invitations made by others

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sentences

Write common phrases on the overhead. Students share their ideas with the rest of the class; e.g.,

- *Puoi venire alla discoteca sabato sera?* (Can you come to the dance with me?)
- *No, non posso. Devo andare con mia mamma al cinema.* (No, I can't. I have to go to the theatre with my mom.)
- *Puoi venire al parco domenica?* (Can you come to the park on Sunday?)
- *Sì, posso venire.* (Sure I can.)

Students create their own skit based on the overhead samples.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- make an offer or an invitation, and respond to offers and invitations made by others?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to make an offer or an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
Strand	A–3.2 state personal actions		
Specific Outcome	<i>Students will be able to:</i> c. inquire about and express ability and inability to do something		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ability Survey

Guide and help students to prepare a survey on their sporting abilities. Example of responses:

- *Sai giocare a baseball?* (Can you play baseball?)
- *Si, so giocare.* (Yes, I can.)
- *No, non ne sono capace.* (No, I cannot.)
- *Si.* (No.)

Once the survey is completed, have the students circulate and ask the survey questions. Students record the answers and prepare a summary of the survey in Italian.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- inquire about and express ability and inability to do something?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.3 manage group actions
Specific Outcome	<i>Students will be able to:</i> a. suggest, initiate or direct action in group activities

SAMPLE TEACHING AND LEARNING ACTIVITIES

TV Guide

Divide students into small groups and provide each group with an Italian television guide for a particular week. Instruct groups to work together to come up with a suggested viewing schedule. Encourage students to make suggestions on how to complete the task, and then direct action while working on the task.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- suggest, initiate or direct action in group activities?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.3 manage group actions
Specific Outcome	<i>Students will be able to:</i> b. encourage other group members to participate

SAMPLE TEACHING AND LEARNING ACTIVITIES

Encouraging a Cheering in a Sports Day Activity

Students learn encouraging phrases such as *procedi/continua* (keep going), *buon lavoro* (good job!).

Facilitate a simple game activity or an event like a sports day and ask students to use the phrases during the game.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- encourage other group members to participate?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to encourage other group members to participate (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.3 manage group actions
Specific Outcome	<i>Students will be able to:</i> c. assume a variety of roles and responsibilities as group members

SAMPLE TEACHING AND LEARNING ACTIVITIES

New Country

Form groups for a cooperative learning lesson. Assign roles in each group; e.g., facilitator, writer, encourager, task master. Explain each role. Each group invents a new country and designs a flag for it, while members assume their roles and responsibilities.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- assume a variety of roles and responsibilities as group members?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Self-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.3 manage group actions
Specific Outcome	<i>Students will be able to:</i> d. negotiate in a simple way with peers in small-group tasks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Let’s Agree!

Students discuss various roles and change roles during an activity by negotiating; e.g., *Scrivo io. Mi piace leggere. Tu sei molto bravo/a.* (I write. I like to read. You are very good.)

Students use Italian phrases like these to take on specific roles during a small-group activity.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- negotiate in a simple way with peers in small-group tasks?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to negotiate in a simple way with peers in small-group tasks, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–3 to get things done	20-3Y
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Strand	A–3.3 manage group actions
Specific Outcome	<i>Students will be able to:</i> e. offer to explain or clarify

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Portfolio

Ask students to select a piece of work from their portfolio that they would like to share with a classmate. Brainstorm or review a list of words and expressions that students can use when explaining or clarifying their piece of work; e.g., *Gisa la pagina. Questo viene prima.* (Turn the page. This comes first.) Have the students partner up with a classmate and explain or clarify their selected piece of work in Italian.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– offer to explain or clarify?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to offer to explain or clarify (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.1 discover and explore
Specific Outcome	<i>Students will be able to:</i> a. make and talk about personal observations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Actors

Locate and display posters of entertainers. Point to one poster and describe it; e.g., she is tall with short blonde hair. She has blue eyes and a beautiful smile.

Divide students into pairs and have them circulate throughout the class, stopping at each poster. Give students time to make observations and discuss them with their partner. Lead a brief summary of the observations at the end of the activity.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- make and talk about personal observations?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to make and talk about personal observations (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.1 discover and explore
Specific Outcome	<i>Students will be able to:</i> b. explore classification systems and criteria for categories

SAMPLE TEACHING AND LEARNING ACTIVITIES

Identify and Write It Down

Gather a variety of items and place them on a table. Students identify each item and write down in Italian its characteristics. Students then group the items according to common attributes.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- explore classification systems and criteria for categories?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to explore classification systems and criteria for categories (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Applications	<p>General Outcome Students will use Italian in a variety of situations and for a variety of purposes.</p>	<p>Cluster Heading A–4 to extend their knowledge of the world</p>	20-3Y
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Strand	A–4.1 discover and explore
Specific Outcome	<i>Students will be able to:</i> c. discover relationships and patterns

SAMPLE TEACHING AND LEARNING ACTIVITIES

Compare Boxes

Bring to class a variety of boxes; e.g., shoe boxes, cereal boxes, detergent boxes. Ask students to compare the boxes, using words such as *grande, più grande di, piccolo, più piccolo di ...* (big, bigger than, small, smaller than ...).

Students in partners share their comparisons of boxes with the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- discover relationships and patterns?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to discover relationships and patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.2 gather and organize information
Specific Outcome	<i>Students will be able to:</i> a. record and share personal knowledge of a topic

SAMPLE TEACHING AND LEARNING ACTIVITIES

Presentations and Actions

Before beginning research on a group project, have students think about and record what they know about the topic on a KWL chart. Have students share their notes with group members before conducting research needs assessment.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- record and share personal knowledge of a topic?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.2 gather and organize information
Specific Outcome	<i>Students will be able to:</i> b. compare and contrast items in simple ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

Compare and Contrast

Have students bring in a favourite piece of clothing; e.g., a ball cap or sweater. Divide the class into groups of five and have all students present their articles of clothing. Guide them as they compare and contrast the items in simple ways; e.g., the ball cap is red and the sweater is warm. Ensure that each member of the group has an opportunity to compare/contrast two items.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- compare and contrast items in simple ways?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.2 gather and organize information
Specific Outcome	<i>Students will be able to:</i> c. compose questions to guide research

SAMPLE TEACHING AND LEARNING ACTIVITIES

Biographies

Read biographies of famous people. Ask students to listen carefully and make simple notes. Organize students into cooperative learning groups to write about a day in the life of one of the famous people. Students use their notes and questions to compose their day in the life of a famous person.

Students share their compositions with their cooperative learning group members.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- compose questions to guide research?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to compose questions to guide research (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.2 gather and organize information
Specific Outcome	<i>Students will be able to:</i> d. identify sources of information

SAMPLE TEACHING AND LEARNING ACTIVITIES

Italian Cities

Present students with a picture of an Italian city. Discuss the city, and identify and describe historical and cultural events. Lead a brainstorm session with students and identify a variety of sources of information in the city, e.g.,

- Internet
- Italian centre
- Italian family or community members
- public library.

Record and post these sources of information on poster paper.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify sources of information?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify sources of information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.2 gather and organize information
Specific Outcome	<i>Students will be able to:</i> e. record observations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Recording Observations

Provide students with a template for recording observations. Present a short, appropriate clip from an Italian soap opera and instruct students to observe the actors’ clothing. Have them record their observations on the template.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

- Do the students:
- record observations?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to record observations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.3 solve problems
Specific Outcome	<i>Students will be able to:</i> a. recognize and describe a problem, then propose simple solutions

SAMPLE TEACHING AND LEARNING ACTIVITIES

Problems

Create or locate visuals depicting problematic situations, such as a car with a flat tire, a shop with a closed sign. Working individually, students select one visual and identify and describe the problem. Students prepare a solution. With a partner, students present their visual and corresponding solution.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize and describe a problem, then propose simple solutions?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize and describe a problem, then propose simple solutions (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.3 solve problems
Specific Outcome	<i>Students will be able to:</i> b. understand and use the steps in the problem-solving process

SAMPLE TEACHING AND LEARNING ACTIVITIES

Game Challenges

Provide students with problems facing sports teams, such as a losing streak. As a class, using Italian, students brainstorm possible solutions. Assign individuals to record student responses on chart paper. At the end of the activity, students work in groups to categorize responses according to common attributes. They may illustrate their work using a web map or flowchart.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- understand and use the steps in the problem-solving process?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to understand and use the steps in the problem-solving process (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.4 explore opinions and values
Specific Outcome	<i>Students will be able to:</i> a. express their views on a variety of topics within their direct experience

SAMPLE TEACHING AND LEARNING ACTIVITIES

A New Hobby

As part of a discussion about hobbies, e.g., listening to music, swimming, reading, drawing, have students individually choose one hobby that they would like to try. Students then write three reasons why they have chosen that particular hobby. Working in partners or in groups of three or four, students share their views on the hobby and why they think they would like to try it.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- express their views on a variety of topics within their direct experience?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to express their views on a variety of topics within their direct experience. Offer feedback, encouragement and praise as needed.

Applications	<p>General Outcome Students will use Italian in a variety of situations and for a variety of purposes.</p>	<p>Cluster Heading A–4 to extend their knowledge of the world</p>	20-3Y
Strand	A–4.4 explore opinions and values		
Specific Outcome	<i>Students will be able to:</i> b. gather opinions on a topic within their direct experience		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Today’s Opinions

Form groups and provide each group with a number of topics of interest to students. (Students may brainstorm and come up with a class list.) Topics may include sports, dating, movies or fashion. Students express and discuss their opinions. In groups, students list and record a summary of their opinions onto poster paper.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- gather opinions on a topic within their direct experience?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–4 to extend their knowledge of the world	20-3Y
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Strand	A–4.4 explore opinions and values
Specific Outcome	<i>Students will be able to:</i> c. recognize differences of opinion

SAMPLE TEACHING AND LEARNING ACTIVITIES

Differences

Place posters on the wall depicting various opinions. For example, *Il fumo fa male alla salute*. (Smoking is bad for your health.) Assign a cooperative learning activity. Group students and have them reflect on the opinions using a T-chart. Each group presents their chart to the class.

<i>Opinioni</i> (Opinions)	<i>Sono d'accordo</i> (I agree)	<i>Non sono d'accordo</i> (I disagree)
1.		
2.		
3.		

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize differences of opinion?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize differences of opinion (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–5 for imaginative purposes and personal enjoyment	20-3Y
Strand	A–5.1 humour/fun		
Specific Outcome	<i>Students will be able to:</i> a. use Italian for fun and to interpret humour; e.g., simple, amusing texts		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Poems

Read various poems to the class. Form cooperative learning groups and have each group write a humorous group poem. Each member of the group reads part of the poem to the class. Students post their poems on a bulletin board. For example:

In questa classe d'italiano (In this Italian class)
Noi studiamo e completiamo (We study and complete)
Ogni lezione che prendiamo (Every lesson we take)
Anche se delle volte ci lamentiamo (Even if we complain)

Ogni giorno insieme preghiamo (Every day we pray)
Che i compiti finiamo (That the work we finish)
Delle volte siamo stanchi (Sometimes we get tired)
E dormiamo sui banchi. (And we sleep on the desks.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use Italian for fun and to interpret humour?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use Italian for fun and to interpret humour (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A-5 for imaginative purposes and personal enjoyment	20-3Y
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Strand	A-5.2 creative/aesthetic purposes
Specific Outcome	<i>Students will be able to:</i> a. use Italian creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language

SAMPLE TEACHING AND LEARNING ACTIVITIES

Restaurants

Show the class video clips of different restaurants. Working in pairs, students invent a restaurant, name it, design a logo for it and create a menu. For example:

Name of restaurant:

Logo:

Menu:

Students write short restaurant skits and present them to class.

Cameriere: Buongiorno. Desiderate?

Cliente: Un'insalata mista, per incominciare e pollo fritto con patatine e fagiolini.

Cameriere: Va bene. E da bere?

Cliente: Acqua minerale.

Cameriere: Gassata?

Cliente: Sì, gassata. Grazie.

(Waiter – Hello. What can I do for you?)

Client: A mixed salad to start and fried chicken with French fries and green beans.

Waiter: Ok. And to drink?

Client: Mineral water.

Waiter: Sparkling?

Client: Yes, please. Thanks.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use Italian creatively and for aesthetic purposes?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use Italian creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–5 for imaginative purposes and personal enjoyment	20-3Y
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Strand	A–5.3 personal enjoyment
Specific Outcome	<i>Students will be able to:</i> a. use Italian for personal enjoyment; e.g., listen to favourite songs in Italian, play games

SAMPLE TEACHING AND LEARNING ACTIVITIES

Read the Paper

Provide students with Italian newspapers or magazines to read individually or in small groups during class time. Students list new words and their meanings in their learning logs.

Italian Games

Provide opportunities for students to play games, such as Italian bingo (*Tombola*) or other board games related to the theme being studied in Italian. Circulate during the games to check for positive interactions and monitor the use of Italian.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

- Do the students:
- use Italian for personal enjoyment?

Learning Log

Students reflect on their learning and how well they were able to use Italian for personal enjoyment.

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A-6 to form, maintain and change interpersonal relationships	20-3Y
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Strand	A-6.1 manage personal relationships
Specific Outcome	<i>Students will be able to:</i> a. apologize and refuse politely

SAMPLE TEACHING AND LEARNING ACTIVITIES

Kind Refusals

As a class, review and list ways to apologize and refuse politely in Italian. Post sample dialogue on an overhead or projector for a variety of situations involving invitations; e.g., *Vuoi venire al ballo? Puoi venire alla spiaggia? Festeggio il mio compleanno domani sera, sei invitato anche tu.* (Would you like to come to the dance? Can you come to the beach? I am celebrating my birthday party tomorrow night and you are invited.) Students choose a situation and then in partners present a short role-play demonstrating a response.

Example of responses:

- *Mi dispiace, non posso, grazie.* (Sorry, I can't, thanks.)
- *Grazie tante ma sono occupato/a.* (Thanks a lot, but I am busy.)
- *Vorrei senz'altro ma devo studiare per l'esame di matematica.* (I would love to come but I have to study for a mathematics exam.)
- *Tanti auguri, ma purtroppo sono occupato/a con i miei genitori sabato sera.* (Happy birthday, but I am quite busy with my parents on Saturday night.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- apologize and refuse politely?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to apologize and refuse politely (see sample blackline master in Appendix E: Peer-assessment Checklist).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A–6 to form, maintain and change interpersonal relationships	20-3Y
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Strand	A–6.1 manage personal relationships
Specific Outcome	<i>Students will be able to:</i> b. talk about themselves, and respond to the talk of others by showing attention and interest

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interests

In pairs, students talk about their interests and why they enjoy certain activities. Partners listen and respond. Students change roles and repeat the activity. As a class, discuss how to keep conversations interactive; e.g., eye contact, head nod.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- talk about themselves, and respond to the talk of others by showing attention and interest?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to talk about themselves, and respond to the talk of others by showing attention and interest. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Applications	General Outcome Students will use Italian in a variety of situations and for a variety of purposes .	Cluster Heading A-6 to form, maintain and change interpersonal relationships	20-3Y
	Strand	A-6.1 manage personal relationships	
	Specific Outcome	<i>Students will be able to:</i> c. make and break social engagements	

SAMPLE TEACHING AND LEARNING ACTIVITIES

Extending Invitations

Bring to class a variety of written invitations to various social functions; e.g., parties, anniversaries, graduations, birthdays. Introduce simple writing conventions for the invitations. Organize students into small groups. Each group creates an invitation using the writing conventions discussed earlier. Groups exchange invitations and respond to the invitation. Read and discuss the responses.

Declining Invitations

Use role-play to demonstrate how a person might cancel a social engagement. Working with partners, students take turns role-playing how they might make a telephone call to decline an invitation, offer an alternate proposal or cancel a social engagement.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- make and break social engagements?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to make and break social engagements (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Language Competence

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-1 attend to form	20-3Y
Strand	LC-1.1 phonology		
Specific Outcome	<i>Students will be able to:</i> a. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Phrases to Pronounce

On strips of paper, write phrases appropriate to the theme being covered. Place each strip in a box. Ask students to take a strip from the box and read it to the class. Students listen to the phrases and pick out specific sounds; e.g., double consonants. For example, *Io mi alzo presto il mattino, mi lavo la faccia, mi spazzolo i denti e mi pettino i capelli* (I wake up early in the morning, I wash my face, brush my teeth, comb my hair).

Write the words with double consonants on the board, read them and have students repeat them.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use comprehensible pronunciation, stress and intonation when producing familiar words or phrases?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-1 attend to form	20-3Y
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Strand	LC-1.1 phonology
Specific Outcome	<i>Students will be able to:</i> b. recognize some of the effects that intonation and stress have in different situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Intonations

Provide students with a list of basic statements, questions and exclamations, and model appropriate intonation for each. Students prepare short skits using the expressions on the list; e.g., *eccomi, eccola, eccoci, caro, carro, papà, papa* (here I am, here it is, here we are, dear, carriage, dad, Pope).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize some of the effects that intonation and stress have in different situations?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize some of the effects that intonation and stress have in different situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-1 attend to form	20-3Y
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Strand	LC-1.2 orthography
Specific Outcome	<i>Students will be able to:</i> a. recognize and use basic spelling patterns

SAMPLE TEACHING AND LEARNING ACTIVITIES

It Starts with ...

Prepare a set of cards of the Italian alphabet and another set with pictures of objects starting with various letters. Working in small groups, students play the game Memory. All the cards are turned face down on the table top. Students turn over two cards, attempting to match the card with the letter to the card with a picture of an object beginning with the same letter. If students pick a correct match, they keep the cards. If they don't, the cards are turned face down again, in the same spot. Students attempt to remember the position of each card. When students find a match, they read and spell aloud the word. At the end of the game, the student with the most pairs, wins. The teacher reads out the words from the cards and students write them in their notebooks.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– recognize and use basic spelling patterns?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize and use basic spelling patterns (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC–1 attend to form	20-3Y
Strand	LC–1.2 orthography		
Specific Outcome	<i>Students will be able to:</i> b. recognize and use basic mechanical conventions; e.g., capitalization, punctuation		

SAMPLE TEACHING AND LEARNING ACTIVITIES

A Letter to a Friend

Hand out various written texts, e.g., a letter, a paragraph, describing the seasons. Explain the use of capitalization and punctuation.

Letter

15 ottobre 2008 (October 15, 2008)

Caro Gianni, (Dear Gianni,)

Sono già tanti giorni che non ricevo tue notizie e sono un po' preoccupato/a.... (It has been already so long since I received your news and I am a little bit worried....)

The students complete the letter and write on chart paper.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize and use basic mechanical conventions?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to recognize and use basic mechanical conventions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-1 attend to form	20-3Y
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Strand	LC-1.3 lexicon
Specific Outcome	<p><i>Students will be able to:</i></p> <p>a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:</p> <ul style="list-style-type: none"> – daily routine – clothing – travel – food – health – sports – any other lexical fields that meet their needs and interests

SAMPLE TEACHING AND LEARNING ACTIVITIES

Vocabulary Warm-up

Present students with the opening line of a paragraph; e.g., *Tutti i giorni vado al mercato*. (Every day I go to the market.) Select a student and instruct him or her to add a sentence using vocabulary related to a lexical field; e.g., *Porto a casa delle mele*. (I bring home apples.) Have the students select another student who will add to the original sentence; e.g., *Porto a casa delle mele, delle pere*. (I bring home apples and pears.) Students continue to add to the sentence, using vocabulary learned in class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-1 attend to form	20-3Y
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Strand	LC-1.4 grammatical elements
Specific Outcome	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,* the following grammatical elements:</p> <p><i>Negative Expressions:</i></p> <ul style="list-style-type: none"> – e.g., <i>non</i> (verb) <i>più</i> <i>non</i> (verb) <i>ancora</i> <i>non</i> (verb) <i>mai</i> <i>non</i> (verb) <i>niente</i>

★ 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.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Negative Expressions

Review and model negative expressions for students. Have students write ten simple “Yes”/“No” questions; e.g., Do you eat spaghetti?, Do you play soccer? Then have students circulate throughout the class and ask each other the questions. Instruct students to practise answering in the negative form.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use, in modelled situations, the [given] grammatical elements?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see ample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-1 attend to form	20-3Y
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Strand	LC-1.4 grammatical elements
Specific Outcome	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations, ★ the following grammatical elements:</p> <p>Pronouns:</p> <ul style="list-style-type: none"> – indirect object: <i>le, gli, loro</i> – possessive; e.g., <i>il mio, il tuo, il suo</i> <p>Verbs:</p> <ul style="list-style-type: none"> – imperfect of verbs in <i>-are, -ere, -ire</i> – present perfect of verbs in <i>-are, -ere, -ire</i> – present tense of modal verbs: <i>potere, volere, dovere</i> – present conditional of verbs in <i>-are, -ere, -ire</i> <p>Adjectives:</p> <ul style="list-style-type: none"> – relative superlative: <i>il più</i> (adjective) <i>di, la più</i> (adjective) <i>di</i> <p>Adverbs:</p> <ul style="list-style-type: none"> – adjective with <i>-mente</i>; e.g., <i>lentamente, facilmente, caramente</i> <p>Prepositions:</p> <ul style="list-style-type: none"> – simple: <i>di, a, da, in, con, su, per, tra, fra</i> – compound; e.g., <i>del, dello, dell', della, dei, degli, delle</i>

★ 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.

SAMPLE TEACHING AND LEARNING ACTIVITIES

I Would Like ...

Distribute a short dialogue to each student and invite students to read parts to the class. The dialogues should contain verbs in the present conditional tense. At the end of the reading, model questions and answers using the present conditional tense; e.g., *Io mangerei la bistecca. Tu, (student) mangeresti la bistecca? Io mangerei della frutta. Tu, (student) mangeresti della frutta?* (I would eat the steak. Would you eat the steak? I would eat fruit. Would you eat fruit?) Change items and verbs, and continue to model the conditional tense in all subject pronouns. Distribute worksheets where students change the infinitives of regular verbs to the present conditional.

Strand	LC-1.4 grammatical elements
Specific Outcome	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,* the following grammatical elements:</p> <p>Pronouns:</p> <ul style="list-style-type: none"> – indirect object: <i>le, gli, loro</i> – possessive; e.g., <i>il mio, il tuo, il suo</i> <p>Verbs:</p> <ul style="list-style-type: none"> – imperfect of verbs in <i>-are, -ere, -ire</i> – present perfect of verbs in <i>-are, -ere, -ire</i> – present tense of modal verbs: <i>potere, volere, dovere</i> – present conditional of verbs in <i>-are, -ere, -ire</i> <p>Adjectives:</p> <ul style="list-style-type: none"> – relative superlative: <i>il più (adjective) di, la più (adjective) di</i> <p>Adverbs:</p> <ul style="list-style-type: none"> – adjective with <i>-mente</i>; e.g., <i>lentamente, facilmente, caramente</i> <p>Prepositions:</p> <ul style="list-style-type: none"> – simple: <i>di, a, da, in, con, su, per, tra, fra</i> – compound; e.g., <i>del, dello, dell', della, dei, degli, delle</i>

- ★ **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.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use, in structured situations, the [given] grammatical elements?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Self-assessment Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-1 attend to form	20-3Y
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Strand	LC-1.4 grammatical elements
Specific Outcome	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,★ the following grammatical elements:</p> <p>Nouns:</p> <ul style="list-style-type: none"> – derivatives – diminutives <p>Pronouns:</p> <ul style="list-style-type: none"> – direct object: <i>lo, li, la, le</i> – relative: <i>che, cui</i> <p>Articles:</p> <ul style="list-style-type: none"> – partitive: <i>del, dello, dell', della, dei, degli, delle</i> <p>Verbs:</p> <ul style="list-style-type: none"> – reflexive; e.g., <i>mi lavo, mi siedo, mi vesto</i> – future of verbs in <i>-are, -ere, -ire</i> – present tense of <i>sapere, conoscere</i> <p>Adjectives:</p> <ul style="list-style-type: none"> – comparative: <i>così</i> (adjective) <i>come, tanto</i> (adjective) <i>quanto, più</i> (adjective) <i>di, più</i> (adjective) <i>che, meno</i> (adjective) <i>di, meno</i> (adjective) <i>che</i> <p>Adverbs:</p> <ul style="list-style-type: none"> – comparative: <i>meno, più, meglio, peggio</i> <p>Conjunctions:</p> <ul style="list-style-type: none"> – <i>dopo, allora, prima</i>

★ 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.

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Future Tense

Introduce the lesson using flash cards, dialogues and short readings of verbs in the future tense. Group students in threes. In each group, students ask each other questions based on flash cards prepared by the teacher. Students take turns asking and answering, questions in the future tense. Each group writes a question and answer in the future tense on the blackboard for review.

After, Then

Distribute sentence strips to students. Students link them in order using *dopo, allora, prima* (afterward, then, before) or other conjunctions. Students share their sentences with the class for review and discussion.

Strand	LC-1.4 grammatical elements
Specific Outcome	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,* the following grammatical elements:</p> <p>Nouns:</p> <ul style="list-style-type: none"> – derivatives – diminutives <p>Pronouns:</p> <ul style="list-style-type: none"> – direct object: <i>lo, li, la, le</i> – relative: <i>che, cui</i> <p>Articles:</p> <ul style="list-style-type: none"> – partitive: <i>del, dello, dell', della, dei, degli, delle</i> <p>Verbs:</p> <ul style="list-style-type: none"> – reflexive; e.g., <i>mi lavo, mi siedo, mi vesto</i> – future of verbs in <i>-are, -ere, -ire</i> – present tense of <i>sapere, conoscere</i> <p>Adjectives:</p> <ul style="list-style-type: none"> – comparative: <i>così</i> (adjective) <i>come, tanto</i> (adjective) <i>quanto, più</i> (adjective) <i>di, più</i> (adjective) <i>che, meno</i> (adjective) <i>di, meno</i> (adjective) <i>che</i> <p>Adverbs:</p> <ul style="list-style-type: none"> – comparative: <i>meno, più, meglio, peggio</i> <p>Conjunctions:</p> <ul style="list-style-type: none"> – <i>dopo, allora, prima</i>

★ 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.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use, independently and consistently, the [given] grammatical elements?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Peer-assessment Checklist).

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC–2 interpret and produce oral and written texts	20-3Y
Strand	LC–2.1 aural interpretation		
Specific Outcome	<i>Students will be able to:</i> a. understand short, simple oral texts from a variety of media in guided and unguided situations		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listen

Students listen to a recording of an Italian radio news story, read a sports blog on a famous Italian soccer player, or watch a television weather forecast. Students answer simple questions orally or in writing.

Descriptions

Post pictures of various items, e.g., foods, vegetables and clothing, in the classroom. Number each picture. Describe each item, without indicating which item is being described. Students guess which item corresponds to the description given. They respond in complete sentences; e.g., *La descrizione del numero due è ...* (Description of number two is ...).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- understand short, simple oral texts from a variety of media in guided and unguided situations?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to understand short, simple oral texts from a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand short, simple oral texts from a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC–2 interpret and produce oral and written texts	20-3Y
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Strand	LC–2.2 written interpretation
Specific Outcome	<i>Students will be able to:</i> a. understand short, simple written texts from a variety of media in guided and unguided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Conversations

Locate or write out short, simple dialogues in a variety of media; e.g., electronic, written. The dialogues should all be different but contain similarities. Prepare a short set of comprehension questions for and of the dialogues and have students work in pairs to, firstly, locate which dialogue matches the questions, and secondly, answer the comprehension questions.

Teams and Games

Provide students with a schedule of a sports team, including home games, away games, day, month and time of the scheduled games. Students use the schedule to answer questions; e.g., *A che ora gioca la squadra domenica, quindici luglio? Dove gioca la squadra venerdì, due giugno?* (What time does the team play on Sunday, July 15? Where does the team play on Friday, June 2?)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- understand short, simple written texts from a variety of media in guided and unguided situations?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to understand short, simple written texts from a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand short, simple written texts from a variety of media in guided and unguided situations, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC–2 interpret and produce oral and written texts	20-3Y
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Strand	LC–2.3 visual interpretation
Specific Outcome	<i>Students will be able to:</i> a. derive meaning from the visual elements of a variety of media in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cut and Sequence the Story

Students cut out pictures from travel magazines and, in groups, place the pictures in sequence and write a story of the events. Each group places the pictures on a wall in sequence and each student reads part of the story.

Clothes

Provide students with a variety of magazine clothing advertisements showing various seasons. Students determine when the clothing would be worn and stage a fashion show. The students dress up for the day and orally present their outfits to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- derive meaning from the visual elements of a variety of media in guided situations?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to derive meaning from the visual elements of a variety of media in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Learning Log

Students reflect on their learning and how well they were able to derive meaning from the visual elements of a variety of media in guided situations.

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC–2 interpret and produce oral and written texts	20-3Y
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Strand	LC–2.4 oral production
Specific Outcome	<i>Students will be able to:</i> a. produce short, simple oral texts in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

At the Hotel

Show pictures of various Italian resort areas. Organize students into groups and have them role-play a hotel scene.

Example:

Albergatore: Buongiorno, desiderate signori?

Gina: Abbiamo prenotato due camere.

Albergatore: Il nome per favore.

Gina: Io sono Gina Rossi e questa è la mia amica Anna Ferrari.

Albergatore: Vediamo. Sì per tre notti, vero?

Anna: Esatto.

Albergatore: Documenti per favore.

Gina: Ecco i passaporti.

Albergatore: Grazie. Le camere sono al secondo piano.

Numero 230 e 231.

Gina: Grazie.

Albergatore: Prego. Buon divertimento.

(Hotel Manager – Good morning, how can I help you?)

Gina: We have reserved two rooms.

Hotel Manager: Your name please.

Gina: My name is Gina and this is my friend Anna.

Hotel Manager: Let’s see. Yes, three nights, right?

Anna: Correct.

Hotel Manager: Your passports, please.

Gina: Here they are.

Hotel Manager: Thanks, your rooms are on the second floor, 230 and 231.

Gina: Thanks.

Hotel Manager: You’re welcome. Enjoy.)

Strand	LC–2.4 oral production
Specific Outcome	<i>Students will be able to:</i> a. produce short, simple oral texts in guided situations

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- produce short, simple oral texts in guided situations?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC–2 interpret and produce oral and written texts	20-3Y
	Strand	LC–2.5 interactive fluency	
	Specific Outcome	<i>Students will be able to:</i> a. engage in simple interactions	

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-plays

Divide the class into two teams and ask for a volunteer from each team to the front of the class. Provide the two students with a scenario; e.g., shopping at a clothing store, practising a sport. The two students work together to improvise a skit by taking turns in saying a simple sentence. The skit ends when a student cannot think of a follow-up sentence and his or her team is unable to help.

Telephone Conversations

Students role-play telephone conversations; e.g.,

Ciao, Andrea. Come stai?

Marco, ciao. Molto bene grazie, e tu?

Benone. Ascolta, c'è una festicciola a casa mia sabato sera. Puoi venire?

Senz'altro, grazie.

Allora ci vediamo sabato.

(Hello, Andrea. How are you?

Hi Marco. Very good, thanks and you?

Good. Listen, there is a party at my place on Saturday night. Can you come?

Sure, thanks.

See you Saturday.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- engage in simple interactions?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to engage in simple interactions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to engage in simple interactions (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC–2 interpret and produce oral and written texts	20-3Y
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Strand	LC–2.6 written production
Specific Outcome	<i>Students will be able to:</i> a. produce short, simple written texts in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Postcards

Display postcards from Italy. Students cut out pictures, create their own postcards and exchange them with classmates. The postcards have pictures on the front, and messages and addresses on back.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- produce short, simple written texts in guided situations?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC–2 interpret and produce oral and written texts	20-3Y
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Strand	LC–2.7 representation
Specific Outcome	<i>Students will be able to:</i> a. express meaning through the use of visual elements in a variety of media, in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Presentations

Divide students into small groups. Present groups with a list of topics; e.g., a travel destination, a sporting event, food or fashion. Have groups select a topic and then decide on a way to visually represent that topic; e.g., a computer slide show or collage. Encourage students to focus on expressing meaning through visuals.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- express meaning through the use of visual elements in a variety of media, in guided situations?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to evaluate how well students are able to express meaning through the use of visual elements in a variety of media, in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-3 apply knowledge of the sociocultural context	20-3Y
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Strand	LC-3.1 register
Specific Outcome	<i>Students will be able to:</i> a. use formal and informal language appropriately in familiar situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Doctor’s Appointment

Briefly review the differences between formal and informal language. Present students with the idea of visiting a doctor’s office. Divide students into pairs and have them role-play a short dialogue that incorporates appropriate language for the situation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use formal and informal language appropriately in familiar situations?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use formal and informal language appropriately in familiar situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-3 apply knowledge of the sociocultural context	20-3Y
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Strand	LC-3.2 idiomatic expressions
Specific Outcome	<i>Students will be able to:</i> a. use learned idiomatic expressions, with guidance, to enhance communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idiomatic Expressions

Read short sentences that have idiomatic expressions and have students repeat them, then use selected expression in skits.

- *Oggi non mangio a mezzogiorno perchè non ho fame.*
(Today at noon I am not eating because I am not hungry.)
- *Forse verso sera avrò fame e mangerò un panino.*
(Maybe I will eat later on tonight. I will eat a sandwich.)
- *Quando fa molto caldo io vado alla spiaggia.*
(When it is so hot, I go to the beach.)
- *La bambina ha paura quando vede il pagliaccio.*
(The girl is scared when she sees the clown.)
- *Con questo caldo, io ho tanta sete.*
(I am so thirsty with this hot weather.)

Use Idiomatic Expressions

Introduce different idiomatic expressions and list them on the board. Orally present simple scenarios in Italian. After hearing each scenario, students respond orally with the appropriate idiomatic expression.

Students write the expressions and scenario in their learning logs.

Strand	LC–3.2 idiomatic expressions
Specific Outcome	<i>Students will be able to:</i> a. use learned idiomatic expressions, with guidance, to enhance communication

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use learned idiomatic expressions, with guidance, to enhance communication?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use learned idiomatic expressions, with guidance, to enhance communication, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use learned idiomatic expressions, with guidance, to enhance communication (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-3 apply knowledge of the sociocultural context	20-3Y
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Strand	LC-3.3 variations in language
Specific Outcome	<i>Students will be able to:</i> a. acknowledge variations in language; e.g., regional, age-related, gender, social class, accent

SAMPLE TEACHING AND LEARNING ACTIVITIES

Variations in Language

Briefly review the variations in language identified in the Italian Language and Culture 10-3Y section. Use a map to highlight where regional variations exist. Review vocabulary, phrases and intonation that are exclusive to a region, age, gender or social class. Encourage students to use examples of the variations when and where appropriate in their personal lives.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– acknowledge variations in language; e.g., regional, age-related, gender, social class, accent?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to acknowledge variations in language; e.g., regional, age-related, gender, social class, accent (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-3 apply knowledge of the sociocultural context	20-3Y
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Strand	LC-3.4 social conventions
Specific Outcome	<i>Students will be able to:</i> a. identify and use learned expressions and conventions in various social interactions and formal and informal situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

Social Situations

Have students generate examples of social situations, both formal and informal; e.g.,

- *casa* (home)
- *scuola* (school)
- *teatro* (a movie theatre)
- *una festa* (a party).

Have them record these ideas on file cards, one idea per card. Working with partners, students select a card and then role-play that situation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify and use learned expressions and conventions in various social interactions and formal and informal situations?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify and use learned expressions and conventions in various social interactions and formal and informal situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-3 apply knowledge of the sociocultural context	20-3Y
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Strand	LC-3.5 nonverbal communication
Specific Outcome	<i>Students will be able to:</i> a. recognize and use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact

SAMPLE TEACHING AND LEARNING ACTIVITIES

Let's Talk with Body Language

Students watch an excerpt of a movie that includes examples of appropriate nonverbal behaviours. First, play the video without sound and ask students to carefully observe the actions and body language of the characters. Then, play the video a second time with sound and have students identify how nonverbal communication is a factor in understanding the segment. Discuss differences in nonverbal behaviours among cultures.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize and use appropriate nonverbal behaviours in a variety of familiar contexts?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to recognize and use appropriate nonverbal behaviours in a variety of familiar contexts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-4 apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y
Strand	LC-4.1 cohesion/coherence		
Specific Outcome	<i>Students will be able to:</i> a. organize texts using common patterns; e.g., cause and effect, straightforward time sequencing		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Recipes

Provide students with written instructions for a recipe, but not in the correct order. Point out words that have a linking function; e.g., *primo*, *secondo*, *dopo* (first, second, then). Students put the instructions in order, and demonstrate or illustrate the steps.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

- Do the students:
- organize texts using common patterns?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to organize texts using common patterns (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-4 apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y
	Strand	LC-4.1 cohesion/coherence	
	Specific Outcome	<i>Students will be able to:</i> b. link several sentences coherently	

SAMPLE TEACHING AND LEARNING ACTIVITIES

Activities

Students list the various activities they will do during an upcoming holiday/school break, using link words appropriately to connect ideas; e.g., *Di mattina, io farò ... Dopo, io farò ...* (in the morning I will ..., then I will ...). Students then present their activity to the class using appropriate link words.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- link several sentences coherently?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to link several sentences coherently (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-4 apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y
Strand	LC-4.1 cohesion/coherence		
Specific Outcome	<i>Students will be able to:</i> c. use common conventions to structure texts; e.g., titles, paragraphs		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Conventions

Present examples of common conventions to structure text on the overhead. Discuss the patterns associated with the various structures. Students work in small groups to characterize different ways texts are structured according to common attributes; e.g., addresses on letters, capitalization, salutations.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use common conventions to structure texts?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Observation Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-4 apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y
	Strand	LC-4.2 text forms	
Specific Outcome	<i>Students will be able to:</i> a. recognize a variety of oral and print text forms; e.g., recipes, invitations, messages		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Texts

Provide various examples of oral and print text forms; e.g., an oral description of a movie, a written invitation to a party. Highlight the differences in text forms and discuss them as a class. Students note these highlighted differences in their notebooks.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
 – recognize a variety of oral and print text forms?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize a variety of oral and print text forms, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-4 apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y
Strand	LC-4.2 text forms		
Specific Outcome	<i>Students will be able to:</i> b. use some simple text forms in their own productions; e.g., maps, questionnaires		

SAMPLE TEACHING AND LEARNING ACTIVITIES

E-pals

Have the students work in pairs to come up with an updated version of a fairy tale. The students then select a fairy tale and re-tell it through a series of e-mails between two pen pals. Encourage students to keep e-mails short and simple and to be creative in their adaptation. Revisit this activity throughout the year and vary the text forms.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use some simple text forms in their own productions?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-4 apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y
Strand	LC-4.3 patterns of social interaction		
Specific Outcome	<i>Students will be able to:</i> a. use simple conventions to open and close conversations and to manage turn taking		

SAMPLE TEACHING AND LEARNING ACTIVITIES

On the Telephone

Read the dialogue of a telephone conversation. At the end of the reading, provide the vocabulary used in a telephone conversation; e.g., *Pronto ... Sono ... posso parlare con ...?* (Hello ... It's ... May I speak with ...?) Students work in pairs to orally construct a simple conversation. Provide each pair with a realistic situation, such as: You have two tickets to a football game and you phone your friend to see if he or she would like to go with you.

Students practise their telephone dialogues and share them with the class. Students note each others' use of simple opening and closing conventions, and any conventions related to managing turn taking.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- use simple conventions to open and close conversations and to manage turn taking?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple conventions to open and close conversations and to manage turn taking, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Language Competence	General Outcome Students will use Italian effectively and competently .	Cluster Heading LC-4 apply knowledge of how the Italian language is organized, structured and sequenced	20-3Y
	Strand	LC-4.3 patterns of social interaction	
	Specific Outcome	<i>Students will be able to:</i> b. initiate and respond to a variety of social interaction patterns; e.g., statement-agreement/disagreement-reaction	

SAMPLE TEACHING AND LEARNING ACTIVITIES

Skits

With students, discuss ways to initiate and respond to various social instructions. In pairs, students act out a variety of scenarios related to the particular theme studied; e.g., ordering food in a restaurant, paying for groceries at a grocery store, or asking for a larger size sweater while shopping. Then, students change partners and act out another scenario.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- initiate and respond to a variety of social interaction patterns?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to initiate and respond to a variety of social interaction patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).

Global Citizenship

Global Citizenship	<p>General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Italian-speaking world.</p>	<p>Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures</p>	20-3Y
Strand	GC-1.1 accessing/analyzing cultural knowledge of the Italian-speaking world		
Specific Outcome	<i>Students will be able to:</i> a. seek out information about Italian cultures from authentic sources		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Research

Provide students with a list of cultural research projects; e.g., pop culture, current trends in Italian cuisine, traditional clothing, traditional dishes. Have students work in small groups and use Italian-language magazines, newspapers, books and other authentic sources to find information on their topic.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- seek out information about Italian cultures from authentic sources?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to seek out information about Italian cultures from authentic sources (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures	20-3Y
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Strand	GC-1.1 accessing/analyzing cultural knowledge of the Italian-speaking world
Specific Outcome	<i>Students will be able to:</i> b. identify some things they have in common with people their own age who live in an Italian culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

Questions on Culture

Show clips of Italian youth at school, cafes, restaurants and sporting activities. Discuss the clothing they wear, their hair styles and type of music they seem to appreciate. Brainstorm questions students would like to ask an Italian student. If possible, arrange for students to write to pen pals in Italy.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify some things they have in common with people their own age who live in an Italian culture?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify some things they have in common with people their own age who live in an Italian culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	<p>General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Italian-speaking world.</p>	<p>Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures</p>	20-3Y
Strand	GC-1.1 accessing/analyzing cultural knowledge of the Italian-speaking world		
Specific Outcome	<i>Students will be able to:</i> c. compare and make connections between some elements of the Italian culture being studied and their own culture		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparing Cultures

Students research various aspects of Italian culture using the Internet or print material. In groups, the students compare and contrast some of these cultural aspects with their own. They can illustrate their comparisons using T-charts, concept maps or webs. Groups present their findings to the class.

Caution: Students should be monitored when they use the Internet.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- compare and make connections between some elements of the Italian culture being studied and their own culture?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to compare and make connections between some elements of the Italian culture being studied and their own culture (see sample blackline master in Appendix E: Peer-assessment Checklist).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC–1 historical and contemporary elements of Italian-speaking cultures	20-3Y
	Strand	GC–1.1 accessing/analyzing cultural knowledge of the Italian-speaking world	
Specific Outcome	<i>Students will be able to:</i> d. participate in activities and experiences that reflect elements of Italian cultures		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Bocce Ball

At the school sports field, introduce the games of *bocce* (Bocce ball). During the game, students use Italian as much as possible; e.g., *la palla, il pallino, due punti, tre punti, abbiamo vinto, abbiamo perso, bella partita, è il tuo turno, tira tu* (the ball, the little ball, two points, three points, we won, we lost, nice game, it's your turn, you throw now).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- participate in activities and experiences that reflect elements of Italian cultures?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Italian cultures (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures	20-3Y
	Strand	GC-1.2 applying cultural knowledge	
Specific Outcome	<i>Students will be able to:</i> a. identify commonalities and differences between Italian cultures and their own		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Let's Talk about Culture

Discuss cultural elements within the Italian community; e.g., Christmas, Easter celebrations, sporting events, wedding feasts. Students record and illustrate cultural elements pertaining to celebrations or cultural events in their learning logs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify commonalities and differences between Italian cultures and their own?

Learning Log

Students reflect on their learning and how well they were able to identify commonalities and differences between Italian cultures and their own.

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures	20-3Y
	Strand	GC-1.2 applying cultural knowledge	
	Specific Outcome	<i>Students will be able to:</i> b. apply knowledge of Italian cultures to interpret these commonalities and differences	

SAMPLE TEACHING AND LEARNING ACTIVITIES

Collages

Review commonalities and differences students have discovered between Italian cultures and their own. List major topics on the board. Divide students into small groups and have each group select one topic. Instruct each group to locate digital images and make a digital collage on their topic; e.g., a wedding celebration in Italy/Canada. Students also write individual editorials to be included with the collages.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- apply knowledge of Italian cultures to interpret these commonalities and differences?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to apply knowledge of Italian cultures to interpret these commonalities and differences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures	20-3Y
	Strand	GC-1.3 diversity within Italian-speaking cultures	
Specific Outcome	<i>Students will be able to:</i> a. identify commonalities and differences among diverse groups within the cultures		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Italian Regions

Project a map of Italy on the overhead projector and discuss areas of interests. Follow the activity by showing a film about various regions of Italy. After discussing the film, form groups of four. Each group creates a T-chart identifying commonalities and differences between two of the 20 regions of Italy. Groups post and share their T-charts.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify commonalities and differences among diverse groups within the cultures?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify commonalities and differences among diverse groups within the cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures	20-3Y
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Strand	GC-1.3 diversity within Italian-speaking cultures
Specific Outcome	<i>Students will be able to:</i> b. apply knowledge of the Italian cultures to interpret these commonalities and differences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Trips to Italy

Divide the class in groups and assign each group one of the 20 regions of Italy. Groups make tourist videos for that region. Videos could include:

- map of Italy
- map of the region
- cities and towns to visit
- special celebrations
- climate
- festivals
- sporting activities
- clothing
- food.

Show the videos to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- apply knowledge of the Italian cultures to interpret these commonalities and differences?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to apply knowledge of the Italian cultures to interpret these commonalities and differences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures	20-3Y
	Strand	GC-1.4 valuing Italian-speaking cultures	
	Specific Outcome	<i>Students will be able to:</i> a. participate in Italian cultural activities and experiences	

SAMPLE TEACHING AND LEARNING ACTIVITIES

Festivals

Identify a list of Italian cultural events celebrated in the community; e.g., Santa Maria Goretti Day in Edmonton. Provide students with descriptions of the events and have them decide on an event to participate in or organize for the classroom. Invite members of the Italian community to help organize or provide advice. Encourage students to participate in cultural activities and experiences outside the classroom whenever possible.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- participate in Italian cultural activities and experiences?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to participate in Italian cultural activities and experiences (see sample blackline master in Appendix E: Peer-assessment Checklist).

Global Citizenship	<p>General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Italian-speaking world.</p>	<p>Cluster Heading GC-1 historical and contemporary elements of Italian-speaking cultures</p>	20-3Y
Strand	GC-1.4 valuing Italian-speaking cultures		
Specific Outcome	<i>Students will be able to:</i> b. identify similarities between themselves and people of the culture being studied		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Two Holidays

Review students' knowledge of the generalizations used to describe Italian people. Have them use Venn diagrams to contrast and compare the way two important events are celebrated in their own culture and in the Italian culture; e.g., New Year's and Thanksgiving. Highlight the similarities students have identified and extrapolate what these similarities could mean.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify similarities between themselves and people of the culture being studied?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify similarities between themselves and people of the culture being studied (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
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Strand	GC-2.1 awareness of first language
Specific Outcome	<i>Students will be able to:</i> a. compare written and oral aspects of their first language and Italian

SAMPLE TEACHING AND LEARNING ACTIVITIES

Similar Words

Compare a short paragraph describing the daily routine of an Italian celebrity. Incorporate as many cognates as plausible. Read the paragraph to students and have them listen for the cognates. Re-read the paragraph and have students indicate when they recognize a cognate. Divide students into pairs and distribute a copy of the paragraph to each partner. Have the students examine the paragraph and circle or underline any cognates they recognize. Students write the words and find the English cognates. The class reviews the patterns of these words; e.g.,

- *direttore* (director)
- *azione* (action)
- *stazione* (station)
- *famoso* (famous)
- *studente* (student)
- *problema* (problem).

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- compare written and oral aspects of their first language and Italian?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to compare written and oral aspects of their first language and Italian (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
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Strand	GC-2.2 general language knowledge
Specific Outcome	<i>Students will be able to:</i> a. describe ways that languages can be taught and learned

SAMPLE TEACHING AND LEARNING ACTIVITIES

Contemporary Texts

Provide students with a variety of articles written by writers from different parts of Italy. Discuss expressions and words used in contemporary Italian language and have the students use these expressions. Then have students note how this type of study can enhance their choice of expressions and words from around Italy. Students add this note to a list of ways languages can be learned.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- describe ways that languages can be taught and learned?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to describe ways that languages can be taught and learned, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
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Strand	GC-2.2 general language knowledge
Specific Outcome	<i>Students will be able to:</i> b. recognize that within any linguistic group individuals use language in personal ways

SAMPLE TEACHING AND LEARNING ACTIVITIES

E-mail

Lead a brief discussion with students on how differently they write in an e-mail or text message versus how they write in English/language arts class. Identify some of the differences on the board. Locate a series of Italian e-mail exchanges and present examples of how Italian people also use language in personal ways.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize that within any linguistic group individuals use language in personal ways?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize that within any linguistic group individuals use language in personal ways (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
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Strand	GC-2.2 general language knowledge
Specific Outcome	<i>Students will be able to:</i> c. recognize that in any language there are different words for the same thing

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dialect Songs

Students listen to songs from different regions of Italy. Group students and have them write their own words for one of the songs.

Example:

Word in the song	Standard Italian	
<i>tu si guaglion</i>	<i>tu sei un ragazzo</i>	you are a boy
<i>ti missi in capi di</i>	<i>ti sei messo in testa</i>	you put this on your mind
<i>iuca au pallone</i>	<i>di giocare a pallone</i>	plays soccer

Students note, in their learning logs, that the Italian language has different words for the same thing. Students can also provide examples of these.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize that in any language there are different words for the same thing?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
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Strand	GC-2.3 awareness of own culture
Specific Outcome	<i>Students will be able to:</i> a. recognize and identify similarities and differences between their own culture and other cultures

SAMPLE TEACHING AND LEARNING ACTIVITIES

Winter Clothing

Locate visuals of showing what young people in Italy wear during the winter months, especially during holiday celebrations. Divide students into groups and distribute the visuals to each group. Students create a T-chart to contrast and compare clothing worn in their culture and Italian culture.

<i>Propria cultura</i> (Own culture)	<i>Cultura italiana</i> (Italian culture)

Students share their T-chart with the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize and identify similarities and differences between their own culture and other cultures?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Observation Checklist).

Global Citizenship	<p>General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens, through the exploration of the cultures of the Italian-speaking world.</p>	<p>Cluster Heading GC-2 affirming and valuing diversity</p>	20-3Y
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Strand	GC-2.3 awareness of own culture
Specific Outcome	<p><i>Students will be able to:</i></p> <p>b. make connections between individuals or situations in texts and their own personal experiences</p>

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Menus

Students compare a family menu for a festive occasion in Italy with a festive menu a student’s own family might prepare. These menus are compared using a Venn diagram. Students discuss the similarities and differences to make connections between Italian festive menus and menus from their own family.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- make connections between individuals or situations in texts and their own personal experiences?

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
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Strand	GC-2.4 general cultural knowledge
Specific Outcome	<i>Students will be able to:</i> a. recognize that speakers of the same language may come from different cultural backgrounds

SAMPLE TEACHING AND LEARNING ACTIVITIES

Leaders

Compile a short list of leaders of international organizations; e.g., Secretary General of the United Nations (UN), President of the International Olympic Committee, President of the Fédération Internationale de Football Association (FIFA). Have students work in groups to identify where the people on the list come from or were born, and what language(s) they speak. Highlight any languages that are spoken by all members on the list despite the different cultural backgrounds.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- recognize that speakers of the same language may come from different cultural backgrounds?

Learning Log

Students reflect on their learning and how well they were able to recognize that speakers of the same language may come from different cultural backgrounds.

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
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Strand	GC-2.5 valuing diversity
Specific Outcome	<i>Students will be able to:</i> a. engage in activities that reflect other ways of doing things or other perspectives

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Activities

Students engage in cultural activities, such as learning an Italian traditional dance, preparing an Italian meal or snack, or going to an Italian café. These activities may be coordinated with other subjects, such as physical education, music or foods class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- engage in activities that reflect other ways of doing things or other perspectives?

Learning Log

Students reflect on their learning and how well they were able to engage in activities that reflect other ways of doing things or other perspectives.

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
Strand	GC-2.5 valuing diversity		
Specific Outcome	<i>Students will be able to:</i> b. identify the limitations of adopting a single perspective		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Movie Review

Select an appropriate movie that the majority of the class has seen or is familiar with. Divide the class into two teams and then have each team prepare a brief movie review. Team A can only rely on the opinion of one teammate; Team B can use the opinions of all team members for the review. Have each team present its review and then lead a brief compare/contrast of the two reviews.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify the limitations of adopting a single perspective?

Learning Log

Students reflect on their learning and how well they were able to identify the limitations of adopting a single perspective.

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC–2 affirming and valuing diversity	20-3Y
	Strand	GC–2.6 intercultural skills	
	Specific Outcome	<i>Students will be able to:</i> a. reflect on their actions and the consequences of their actions for others	

SAMPLE TEACHING AND LEARNING ACTIVITIES

Construction Time Again

Have students work in pairs or threes, with one student as the leader and the other(s) as builders. Display a simple structure of Italian architecture, e.g., the Leaning Tower of Pisa, so that only the leader can see it. Provide each group with building materials identical to those used to make the hidden structure. Instruct the leader to verbally direct the builders. The leader cannot touch the construction nor can the builders see the original structure. Once all structures have been completed, have the builders compare their version with the original. Lead a debriefing discussion that examines how the leader’s directions affected the construction and how the builders’ ability to listen and follow instructions played a similar role.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- reflect on their actions and the consequences of their actions for others?

Informal Observation

Observe students as they participate in the activity. Make mental notes of the extent to which students are able to reflect on their actions and the consequences of their actions for others. Offer feedback, encouragement and praise as needed.

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-2 affirming and valuing diversity	20-3Y
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Strand	GC-2.6 intercultural skills
Specific Outcome	<i>Students will be able to:</i> b. explore how their perspective is shaped by a variety of factors

SAMPLE TEACHING AND LEARNING ACTIVITIES

Perceptions

Lead a brief discussion on the various influences students have in their lives; e.g., parents, friends, pop-culture. Divide students into small groups and present them with an appropriate issue; e.g., curfew, uniforms. In groups, students discuss their views on the issue and examine how these views are influenced by others.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- explore how their perspective is shaped by a variety of factors?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-3 personal and career opportunities	20-3Y
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Strand	GC-3.1 Italian and Italian-speaking cultures
Specific Outcome	<i>Students will be able to:</i> 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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Careers and Languages

Brainstorm the variety of careers requiring a knowledge of Italian; e.g., flight attendant, bank manager, waiter, tourist guide, language teacher, athlete, singer, musician, model, interpreter. Discuss examples of local employment activities that could require a knowledge of Italian or an additional language.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify some careers for which knowledge of Italian is useful, and recognize that knowledge of an additional language is an asset to any career?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify some careers for which knowledge of Italian is useful, and recognize that knowledge of an additional language is an asset to any career. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Global Citizenship	General Outcome Students will acquire the knowledge, skills and attitudes to be effective global citizens , through the exploration of the cultures of the Italian-speaking world.	Cluster Heading GC-3 personal and career opportunities	20-3Y
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Strand	GC-3.2 cultural and linguistic diversity
Specific Outcome	<i>Students will be able to:</i> a. explore careers in which knowledge of additional languages and intercultural skills can be applied

SAMPLE TEACHING AND LEARNING ACTIVITIES

Languages Are Good

Divide the class into five groups and assign an industry from the following list: fashion, travel, food, health, sports. Have each group brainstorm a list of jobs and careers available within that industry and then highlight how knowledge of additional languages and intercultural skills would be a benefit to each career. Have each group present their findings to the class.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- explore careers in which knowledge of additional languages and intercultural skills can be applied?

Checklist and Comments

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to explore careers in which knowledge of additional languages and intercultural skills can be applied (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Strategies

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S–1 language learning	20-3Y
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Strand	S–1.1 cognitive
Specific Outcome	<i>Students will be able to:</i> 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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Verb Strategies

Give students paper strips containing verbs conjugated in the present tense. Display a chart of various verbs in their infinitive form along with a subject. Students, when called upon, place their conjugated verbs in the correct spaces on the chart; e.g.,

Pronouns	Conjugated Verb	Infinitive Verb
<i>io</i>	<i>mangio</i>	
<i>tu</i>	<i>canti</i>	
<i>lui</i>	<i>perde</i>	
<i>lei</i>	<i>scende</i>	
<i>noi</i>	<i>sentiamo</i>	
<i>voi</i>	<i>partite</i>	
<i>loro</i>	<i>mangiano</i>	

Io mangio. (I eat.)
Tu canti. (You sing.)
Lui perde. (He goes.)
Lei scende. (She goes down.)
Noi sentiamo. (We feel.)
Voi partite. (You leave.)
Loro mangiano. (They eat.)

At the end of the activity, point to the chart and ask students to say a sentence with the verb; e.g., *Mangio: Io mangio la mela.* (Eat: I eat the apple.)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of cognitive strategies to enhance language learning?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S–1 language learning	20-3Y
	Strand	S–1.2 metacognitive	
Specific Outcome	<i>Students will be able to:</i> a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on learning tasks with guidance		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Hair Products

Present a computer slide show presentation on various hair styles and hair products. Based on the presentation, ask students to invent a new hair product and explain it to the class. Insist that students make a plan in advance about how to approach the learning task. Upon completion, have the students evaluate their own performance.

Famous Interview

Have students work in pairs and compose an imaginary interview between two Italian celebrities. The dialogue should be short and simple. Have students present the interview without reading from a script. Have students rehearse or role-play the language sufficiently. Upon completion, discuss the effectiveness of this strategy for students.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of metacognitive strategies to enhance language learning?

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students before they begin the activity. Students use the rating scale to assess how well they are able to identify and use a variety of metacognitive strategies to enhance language learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S–1 language learning	20-3Y
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Strand	S–1.3 social/affective
Specific Outcome	<i>Students will be able to:</i> 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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cooperative Work

Students work cooperatively in various activities; e.g., role-playing, board games, posters, collages, paragraph and script writing. Students note in their learning logs a variety of social and affective strategies that enhanced their learning; e.g., use social interaction skills to enhance group learning activities, seek help from others or watch others’ actions and copy them.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of social and affective strategies to enhance language learning?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S–2 language use	20-3Y
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Strand	S–2.1 interactive
Specific Outcome	<i>Students will be able to:</i> a. identify and use a variety of interactive strategies; e.g., use different techniques to maintain communication

SAMPLE TEACHING AND LEARNING ACTIVITIES

Situations

Students work in pairs to create a skit. Each pair is given a situation; e.g., signalling for a taxi, taking orders in a store, reporting an accident. Once students complete their skit dialogue, one student reads the dialogue and the other student mimes or gestures the skit. At the end of the activity, the students record in their learning logs the importance of nonverbal interactive strategies that can maintain communication.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of interactive strategies?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify and use a variety of interactive strategies (see sample blackline master in Appendix E: Observation Checklist).

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S–2 language use	20-3Y
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Strand	S–2.2 interpretive
Specific Outcome	<i>Students will be able to:</i> a. identify and use a variety of interpretive strategies; e.g., seek key words and expressions, make inferences based on prior knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

Let’s Interpret a Song

Students listen to an Italian song. They form groups of four and are given questions to help them interpret the song. As a group, they determine the feelings and mood of the song, and identify descriptive words relating to these feelings and moods. Groups share their descriptive words and discuss the feelings and moods. As a class, discuss the importance of identifying key words as one possible interpretive strategy. Students record this interpretive strategy with others in their learning logs.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of interpretive strategies?

Rating Scale

Create an outcome-based rating scale and share it with students before they begin the activity. Use the rating scale to assess how well students are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S–2 language use	20-3Y
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Strand	S–2.3 productive
Specific Outcome	<i>Students will be able to:</i> a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences

SAMPLE TEACHING AND LEARNING ACTIVITIES

Stories from Songs

Students listen to an Italian ballad. In groups of four, they prepare storybooks based on the ballad. They include visuals, graphics and descriptive words. Students present their storybooks based on the Italian ballad. Student groups discuss productive strategies (e.g., their use of visuals to provide detail) and take notes while listening to other groups.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:
– identify and use a variety of productive strategies?

Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S–3 general learning	20-3Y
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Strand	S–3.1 cognitive
Specific Outcome	<i>Students will be able to:</i> a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts

SAMPLE TEACHING AND LEARNING ACTIVITIES

Categories

Read a descriptive paragraph on the fall season. Students form groups of three. Give each group a folder with 20 leaves of different colour and shape. In their groups, students categorize the leaves and group them according to common attributes; e.g., *colore rosso, vene lunghe, foglie strette, foglie larghe, piccole, grandi, ruvide, lisce* (red colour, long veins, narrow leaves, wide leaves, small, big, rough, plain). Groups read their characteristics to the class and share the cognitive strategies used, such as classifying objects and ideas according to their attributes.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of cognitive strategies to enhance general learning?

Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S-3 general learning	20-3Y
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Strand	S-3.2 metacognitive
Specific Outcome	<i>Students will be able to:</i> 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

SAMPLE TEACHING AND LEARNING ACTIVITIES

Planning

Discuss the importance of planning school work using a calendar, developing flowcharts and keeping a journal. Students select one of these planning models as a strategy that would assist them in presenting a written Italian assignment.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of metacognitive strategies to enhance general learning?

Learning Log

Students reflect on their learning and how well they were able to identify and use a variety of metacognitive strategies to enhance general learning.

Strategies	General Outcome Students will know and use various strategies to maximize the effectiveness of learning and communication.	Cluster Heading S–3 general learning	20-3Y
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Strand	S–3.3 social/affective
Specific Outcome	<i>Students will be able to:</i> a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take risks

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Strategy

Facilitate an atmosphere in class in which students feel comfortable discussing their learning. Ask students to think about one specific item that gives them stress in Italian class. For example, asking a question out aloud, doing self-assessment or understanding the Italian speaker on a tape. Ask students to write down their stress and submit it. Post these onto large posters and have students circulate and write down on sticky notes strategies they think would help with a given “stress.” Share these strategies in a class discussion.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Do the students:

- identify and use a variety of social and affective strategies to enhance general learning?

Observation Checklist

Create an outcome-based checklist and share it with students before they begin the activity. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).