





## Course Level Samples for 30-3Y

|                                  |            |
|----------------------------------|------------|
| <b>Applications</b> .....        | <b>350</b> |
| <b>Language Competence</b> ..... | <b>376</b> |
| <b>Global Citizenship</b> .....  | <b>403</b> |
| <b>Strategies</b> .....          | <b>424</b> |

### 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.

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| <p style="text-align: center;"><b>Applications</b></p>  <p>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p>A-1 to receive and impart information<br/>           A-2 to express emotions and personal perspectives<br/>           A-3 to get things done<br/>           A-4 to extend their knowledge of the world<br/>           A-5 for imaginative purposes and personal enjoyment<br/>           A-6 to form, maintain and change interpersonal relationships</p> | <p style="text-align: center;"><b>Language Competence</b></p>  <p>Students will use Italian <b>effectively</b> and <b>competently</b>.</p> <p>LC-1 attend to form<br/>           LC-2 interpret and produce oral and written texts<br/>           LC-3 apply knowledge of the sociocultural context<br/>           LC-4 apply knowledge of how the Italian language is organized, structured and sequenced</p> |
| <p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the Italian-speaking world.</p> <p>GC-1 historical and contemporary elements of Italian-speaking cultures<br/>           GC-2 affirming and valuing diversity<br/>           GC-3 personal and career opportunities</p>   | <p style="text-align: center;"><b>Strategies</b></p>  <p>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <p>S-1 language learning<br/>           S-2 language use<br/>           S-3 general learning</p>   |

## Applications

|                     |  |  |              |
|---------------------|--|--|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A-1</b> to receive and impart information | <b>30-3Y</b> |
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|                         |   |
|-------------------------|---|
| <b>Strand</b>           | A-1.1 share factual information   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. provide information on several aspects of a topic; e.g., give a simple report including descriptions and comparisons |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Athletes**

Show a video clip of a bicycle race of a Tour of Italy or *Giro d'Italia*. Students research and write a report on the life of one of the athletes. Provide an outline to assist students in their writing; e.g.,

*Nome dell'atleta* \_\_\_\_\_

(Name of athlete)

*Dove e quando è nato* \_\_\_\_\_

(Where and when the athlete was born)

*Aspetto fisico* \_\_\_\_\_

(Physical characteristics)

*Caratteristiche mentali* \_\_\_\_\_

(Mental aspects)

*Quando ha iniziato il suo sport* \_\_\_\_\_

(When did the athlete begin the career)

*Quante ore al giorno si allena* \_\_\_\_\_

(How many hours a day of training)

*Quali sono i suoi passatempi* \_\_\_\_\_

(What do they do in spare time)

*Quali sono le sue soddisfazioni personali* \_\_\_\_\_

(Satisfactions).

Students share their reports with the class.

#### **Admirers**

Show a film on various celebrities. Lead a discussion on people whose accomplishments students admire. Write the accomplishments on chart paper. Students identify these people's characteristics and group them according to common attributes. Students think about a time in their own lives in which they felt personally proud. *Io sono orgoglioso/a perché ... Quando io faccio del bene sono orgoglioso/a perché ...* (I am proud because ... When I do good to the community I feel good because ...) Place students in small groups and have them present their personal accomplishments.

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | A-1.1 share factual information   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. provide information on several aspects of a topic; e.g., give a simple report including descriptions and comparisons |

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- provide information on several aspects of a topic?

### Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to provide information on several aspects of a topic (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 provide information on several aspects of a topic.

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| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br>A–2 to express emotions and personal perspectives | <b>30-3Y</b> |
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| <b>Strand</b>           | A–2.1 share ideas, thoughts, opinions, preferences                                       |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. inquire about and express reasons and preferences |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Uniforms

Display pictures of students wearing school uniforms. Brainstorm the reasons for and against wearing school uniforms. Students record their opinions on a T-Chart.

|                                     |  |
|-------------------------------------|--|
| <i>Ragioni per</i><br>(reasons for) | <i>Ragioni contro</i><br>(reasons against) |
|                                     |  |

#### Paragraph

Students write a paragraph on the following:

*Gli studenti devono indossare le divise a scuola. Sì o no? Date la vostra opinione.*

(Students must wear uniforms at school. Yes? No? Give your reasons and preferences.) Students share their paragraph with their classmates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- inquire about and express reasons and preferences?

#### 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 reasons and preferences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

#### Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to inquire about and express reasons and preferences, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–2</b> to express emotions and personal perspectives | <b>30-3Y</b> |
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|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–2.2 share emotions, feelings   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. inquire about and express emotions and feelings in a variety of familiar contexts |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Write a Poem**

Students write poems as a response to a work of art, using a chart of emotions and corresponding faces as a guide. The piece of art could be a painting, a statue, a movie or a book. Each stanza includes a representative picture. Students present their poems in small groups. Display the poems on a creativity wall in the classroom and encourage students to ask the writer about his or her poem and the feelings and emotions he or she wrote about.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- inquire about and express emotions and feelings in a variety of familiar contexts?

#### **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 inquire about and express emotions and feelings in a variety of familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

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| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–2</b> to express emotions and personal perspectives | <b>30-3Y</b> |
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|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–2.2 share emotions, feelings   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. compare the expression of emotions and feelings in a variety of informal situations |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Short Dialogues**

Divide students into groups and prepare mini-skits on situations related to a family vacation (getting a passport, purchasing tickets, hotel reservations, packing, at the airport, arriving at the destination, losing the luggage). Students prepare mini-dialogues about similar situations. Students present their mini-skits expressing appropriate emotions for each situation. For example, students could demonstrate opposite feelings about arriving at an airport; enthusiasm or exhaustion.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- compare the expression of emotions and feelings in a variety of informal 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 compare the expression of emotions and feelings in a variety of informal situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

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|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–3</b> to get things done | <b>30-3Y</b> |
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|                         |   |
|-------------------------|---|
| <b>Strand</b>           | A–3.1 guide actions of others   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. make and respond to suggestions in a variety of situations |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Let’s Go!**

Post a map of a city on a bulletin board. In groups, students role-play situations about individuals new to a city. The role-plays should include asking questions for directions, making and responding to suggestions, and marking points of interest on a map.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- make and respond to suggestions in 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 make and respond to suggestions in a variety of situations (see sample blackline master in Appendix E: Observation Checklist).

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|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A-3</b> to get things done | <b>30-3Y</b> |
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|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A-3.1 guide actions of others  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. give and respond to advice and warnings |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Dear Abby**

Have students create a simple electronic message board where they post questions regarding their plans for the world of work. Students can post questions regarding certain jobs or careers, and they can offer advice and warnings regarding jobs and careers they are familiar with. Monitor the message board to ensure correct and appropriate language is being used.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

Do the students:

- give and respond to advice and warnings?

**Learning Log**

Students reflect on their learning and how well they were able to give and respond to advice and warnings.

|                     |  |   |              |
|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–3</b> to get things done | <b>30-3Y</b> |
|---------------------|--|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–3.1 guide actions of others  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>c. encourage others to perform an action, or discourage others from a course of action |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Medical Visit**

Invite a health care worker to discuss the negative effects of smoking. Students prepare questions for the speaker before the presentation. In groups, students depict the negative side of smoking on a cartoon-like poster; e.g.,

*Dottore: Il fumo fa male ai polmoni, allora non fumare.*

*Gino: Non ci credo.*

*Dottore: Guarda queste immagini. Vedi i polmoni?*

*Gino: Sì, cosa c'è di strano?*

*Dottore: Sono neri come il carbone. Così diventeranno i tuoi polmoni.*

*Nina: Non fumare più.*

*Gino: Capisco ...*

(Doctor (D): Smoke is bad for your lungs, so do not smoke.

Gino: I do not believe it.

D: See these pictures?

Gino: Yes, what is wrong with them?

D: They are black as coal. This is how your lungs will become.

Nina: Do not smoke any longer.

Gino: I hear you.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- encourage others to perform an action, or discourage others from a course of action?

#### **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 encourage others to perform an action, or discourage others from a course of action (see sample blackline master in Appendix E: Self-assessment Rating Scale).

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| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–3</b> to get things done | <b>30-3Y</b> |
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| <b>Strand</b>           | A–3.2 state personal actions   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. state personal actions in the past, present or future |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Family Holiday**

Students write a paragraph about their first family holiday; e.g.,  
*Quando avevo dieci anni, sono andato in Italia per la prima volta con i miei genitori. Siamo partiti nel mese di luglio e siamo rimasti lì fino alla fine di agosto, Abbiamo visitato tante belle città. Le tre più belle per me erano Roma, Firenze e Venezia. Queste città sono incantevoli. Mi sono divertito molto. Ogni giorno andavamo alla spiaggia a nuotare. Andavamo spesso a pranzare nelle piccole trattorie e le sere facevamo delle lunghe passeggiate lungo i marciapiedi. È stata una vacanza indimenticabile.*  
 (When I was 10 I went to Italy for the first time with my parents. We left in July and remained there till the end of August. We visited many beautiful cities. The best three cities for me were Rome, Florence and Venice. These are enchanting cities. I had lots of fun. Every day we would go to the beach to swim. We often dined in small family restaurants and we went for long walks on the sidewalks. It was an unforgettable holiday.)

Students could share their paragraphs with their classmates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
 – state personal actions in the past, present or future?

#### **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to state personal actions in the past, present or future (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

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|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A-3</b> to get things done | <b>30-3Y</b> |
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| <b>Strand</b>           | A-3.2 state personal actions   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. make a promise and express intention in a variety of situations |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **The Environment**

Near the completion of the unit on the environment, have students collaborate to construct a collage or model representing their perspective on the present state of the environment. Then have each student write down a promise and attach it to the collage or model. Display the collage or model in the classroom and review the promises throughout the year. Promises may be added, updated or changed.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- make a promise and express intention in 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 make a promise and express intention in a variety of situations (see sample blackline master in Appendix E: Observation Checklist).

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|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–3</b> to get things done | <b>30-3Y</b> |
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|                         |  |
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| <b>Strand</b>           | A–3.3 manage group actions   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. check for agreement and understanding |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Trivia Game**

Prepare an entertainment trivia game. Divide the students into small groups and give them practice time to answer the questions. After completing the trivia game practice, each group presents its answers. Encourage teammates to take turns, act appropriately and ask for clarification when necessary.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

Do the students:  
– check for agreement and understanding?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to check for agreement and understanding, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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|---------------------|--|--|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br>A–3 to get things done | <b>30-3Y</b> |
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| <b>Strand</b>           | A–3.3 manage group actions  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. express disagreement in an appropriate way |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **I Do Not Agree ...**

Organize students into groups of four. Each group is given cards containing statements about an issue. Students take turns reading the cards and decide if they agree or disagree with the statements; e.g., *Mi dispiace ma non sono d'accordo con \_\_\_\_\_* (I am sorry but I do not agree with ...).

Students record their opinions in a chart.

*Nome:* \_\_\_\_\_ *Data:* \_\_\_\_\_  
(Name:) (Date:)

| <i>Frase</i><br>(Sentences) | <i>sono d'accordo</i><br>(I agree) | <i>non sono d'accordo</i><br>(I do not agree) | <i>Ragione</i><br>(Reason) |
|-----------------------------|------------------------------------|---|----------------------------|
|                             |                                    |   |                            |
|                             |                                    |   |                            |
|                             |                                    |   |                            |
|                             |                                    |   |                            |

Students share their agreement and disagreement charts with their classmates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- express disagreement in an appropriate way?

#### **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express disagreement in an appropriate way, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–3</b> to get things done | <b>30-3Y</b> |
|---------------------|--|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–3.3 manage group actions   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>c. express appreciation, enthusiasm, support and respect for contributions of others |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Ads**

In groups, have students invent a new product and design an advertisement for it. Assign group members roles and explain the roles to the class.

As group members work together, encourage students to show respect and enthusiasm for the contributions of others.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express appreciation, enthusiasm, support and respect for contributions of others?

#### **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 appreciation, enthusiasm, support and respect for contributions of others (see sample blackline master in Appendix E: Observation Checklist).

|                     |  |   |              |
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| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–4</b> to extend their knowledge of the world | <b>30-3Y</b> |
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|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–4.1 discover and explore   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. ask questions to gain knowledge and clarify understanding |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Fine Arts**

Locate and provide students with a variety of contemporary and traditional music and visual art from Italy. Have each student select a piece of music or art. Inform students that they will be preparing a short digital video presentation, but will first need to conduct a brief research. Have each student prepare and submit a minimum of five questions that will guide his or her research or clarify their understanding of the piece of art.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- ask questions to gain knowledge and clarify understanding?

#### **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 ask questions to gain knowledge and clarify understanding (see sample blackline master in Appendix E: Self-assessment Rating Scale).

|                     |  |   |              |
|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–4</b> to extend their knowledge of the world | <b>30-3Y</b> |
|---------------------|--|---|--------------|

|                         |   |
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| <b>Strand</b>           | A–4.1 discover and explore  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. explore meaning in a variety of ways; e.g., by drawing a diagram, making a model, rephrasing |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Items**

Place items on a table. Students identify each item and note its characteristics. Students group items according to common attributes. Students write slogans for five of the items and read them to the class; e.g., *dentifricio – Per avere denti bianchi spazzolateli con \_\_\_\_\_* (tooth paste – for white teeth brush with \_\_\_\_\_).

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

Do the students:  
– explore meaning in a variety of ways?

**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 meaning in a variety of ways (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

|                     |  |   |              |
|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–4</b> to extend their knowledge of the world | <b>30-3Y</b> |
|---------------------|--|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | A–4.2 gather and organize information   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. gather information from a variety of resources |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Podcasting**

Compile a short list of relevant, contemporary and appropriate social issues. Divide the class into small groups and have each group select an issue from the list. Students will research the issue and then prepare an informative report for a class podcast. Have the students gather information from newspapers, magazine articles, podcasts and reputable Web sites. Student groups then compile their podcasts and examine the variety of resources used.

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

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- gather information from a variety of resources?

#### **Rubric**

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

|                     |  |   |              |
|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A-4</b> to extend their knowledge of the world | <b>30-3Y</b> |
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|                         |   |
|-------------------------|---|
| <b>Strand</b>           | A-4.2 gather and organize information   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. organize and manipulate information; e.g., transform information from texts into other forms, such as tables, diagrams, story maps, flowcharts |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Write Your Own Story**

In the same groups formed for the short stories activity, students write their own versions of their short stories. Students decide on specific roles. One identifies the time and location, another the characters, another describes the characters and another writes the climax. As a group they put their information into a story map and write a final draft, giving it a new title.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– organize and manipulate information?

#### **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 organize and manipulate information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

|                     |  |   |              |
|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–4</b> to extend their knowledge of the world | <b>30-3Y</b> |
|---------------------|--|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–4.3 solve problems   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. describe and analyze a problem, then propose a variety of solutions |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Lend Me the Car**

In groups of four, students discuss borrowing the family car from reluctant parents. In their groups, the students are to identify the problem, and generate and assess solutions to the problem.

Students present a short skit to their classmates based on their discussion.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- describe and analyze a problem, then propose a variety of 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 describe and analyze a problem, then propose a variety of solutions (see sample blackline master in Appendix E: Peer-assessment Checklist).

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| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–4</b> to extend their knowledge of the world | <b>30-3Y</b> |
|---------------------|--|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–4.3 solve problems   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. generate and evaluate alternative solutions to problems |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Curfew**

Provide students with scenarios for determining the curfew for a senior high school sports team during an out-of-town tournament. Using Italian, students brainstorm possible alternatives. Assign individuals to record responses on chart paper. Students work in groups to categorize and rank the responses according to attributes, plausibility and effectiveness.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- generate and assess alternative solutions to problems?

#### **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 generate and assess alternative solutions to problems (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

|                     |  |   |              |
|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–4</b> to extend their knowledge of the world | <b>30-3Y</b> |
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|                         |   |
|-------------------------|---|
| <b>Strand</b>           | A–4.4 explore opinions and values   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. explore how values influence behaviour; e.g., describe characters and their motivations in a story |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Roman Myths**

Briefly present a Roman myth to students and analyze characters’ motivations and the role values played; e.g., the story of Cupid and Psyche. Have students examine how the values the characters held influenced their behaviour and identify any contemporary equivalents. Divide students into groups and provide each group with another Roman myth to read and analyze. Lead a brief summary of the myths.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- explore how values influence behaviour?

#### **Learning Log**

Students reflect on their learning and how well they were able to explore how values influence behaviour.

|                     |  |   |              |
|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–4</b> to extend their knowledge of the world | <b>30-3Y</b> |
|---------------------|--|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | A–4.4 explore opinions and values   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. provide reasons for their position on an issue |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **My Point of View**

Compile a short list of issues that senior high school students might relate to; e.g., should recycling be mandatory, or should the legal driving age be 18 or 21? Divide the class into four groups and have two groups examine the “for” and “against” of one issue, and the other two groups debate another issue. Provide students with helpful words and expressions for expressing one’s position on an issue. Encourage students to reflect on their position on the issue. Lead a class discussion and summary of what students think.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:  
– provide reasons for their position on an issue?

#### **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 provide reasons for their position on an issue (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                     |  |  |              |
|---------------------|--|--|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–5</b> for imaginative purposes and personal enjoyment | <b>30-3Y</b> |
|---------------------|--|--|--------------|

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|-------------------------|---|
| <b>Strand</b>           | A–5.1 humour/fun  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. use Italian for fun and to interpret and express humour; e.g., interpret figures of speech literally, using illustrations or short skits |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Comics**

On the overhead, project various comic strips and read them to the class. Discuss the meaning and humour expressed in each comic strip. Form groups and provide each group with comic strips with the conversation in the bubbles erased. Groups complete the comic strips and present them to the class.

#### **Complete the Song**

Provide students with part of the lyrics of a song. Each student finds the other part by checking with classmates. When students have found their partners, they sing or read the song, or create a song of their own to be sung or read to the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use Italian for fun and to interpret and express humour?

#### **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 Italian for fun and to interpret and express humour (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

#### **Learning Log**

Students reflect on their learning and how well they were able to use Italian for fun and to interpret and express humour.

|                     |   |  |              |
|---------------------|---|--|--------------|
| <b>Applications</b> | <p><b>General Outcome</b><br/>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> | <p><b>Cluster Heading</b><br/><b>A–5</b> for imaginative purposes and personal enjoyment</p> | <b>30-3Y</b> |
|---------------------|---|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–5.2 creative/aesthetic purposes  |
| <b>Specific Outcome</b> | <p><i>Students will be able to:</i></p> <p>a. use Italian creatively and for aesthetic purposes; e.g., create travel brochures, advertisements</p> |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Commercials**

Show video clips of different products being advertised. Discuss techniques of advertising. Form groups and ask them to present a television commercial for a product of their choice. Provide each group with chart paper, wooden dowels, magazines, pictures, tape and glue. Students prepare a sequence of events by pasting pictures in a series that are rolled in the dowels. Groups present their advertisements to the class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- use Italian creatively and for aesthetic purposes?

#### **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 Italian creatively and for aesthetic purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                     |  |  |              |
|---------------------|--|--|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A–5</b> for imaginative purposes and personal enjoyment | <b>30-3Y</b> |
|---------------------|--|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–5.3 personal enjoyment   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. use Italian for personal enjoyment; e.g., exchange letters with, or e-mail, a pen pal |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Read the Newspaper**

Provide Italian newspapers or magazines and allow students to read them individually or in small groups during class time. In groups, students create their own newspapers or magazines. They provide the name and categories (entertainment, news stories, music, fashion, sports, travel, weather). Students post sections of their newspapers around the classroom for display, discussion and sharing.

### 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.

|                     |   |   |              |
|---------------------|---|---|--------------|
| <b>Applications</b> | <p><b>General Outcome</b><br/>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> | <p><b>Cluster Heading</b><br/><b>A–6</b> to form, maintain and change interpersonal relationships</p> | <b>30-3Y</b> |
|---------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A–6.1 manage personal relationships  |
| <b>Specific Outcome</b> | <p><i>Students will be able to:</i></p> <p>a. initiate and participate in casual exchanges with classmates</p> |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Greetings and Introductions**

At the beginning of class, have students initiate a brief, casual conversation with at least two other classmates. Conversations should include a greeting, an introduction (if necessary), *Come stai?* (How are you?), brief “small talk,” and an informal farewell, *ciao*.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- initiate and participate in casual exchanges with classmates?

#### **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 participate in casual exchanges with classmates (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                     |  |   |              |
|---------------------|--|---|--------------|
| <b>Applications</b> | <b>General Outcome</b><br>Students will use Italian in a variety of <b>situations</b> and for a variety of <b>purposes</b> . | <b>Cluster Heading</b><br><b>A-6</b> to form, maintain and change interpersonal relationships | <b>30-3Y</b> |
|---------------------|--|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | A-6.1 manage personal relationships  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. use routine means of interpersonal communications; e.g., telephone calls, personal notes, e-mail messages |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Messages**

Provide students with the opportunity to write messages to students from different schools who are studying Italian. Students prepare profiles of themselves, including their name, age, grade, physical and personal traits, hobbies and future goals. Students continue the contact throughout the course.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use routine means of interpersonal communications?

#### **Learning Log**

Students reflect on their learning and how well they were able to use routine means of interpersonal communications.

## Language Competence

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br><b>LC-1</b> attend to form | <b>30-3Y</b> |
| <b>Strand</b>              | LC-1.1 phonology  |  |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>a. pronounce unfamiliar words                               |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Listen to the Words**

Read excerpts from Italian magazines. Ask students to pay attention to the sounds of unfamiliar words and repeat them in a sentence structure. Students write the new words in their notebooks, noting those unfamiliar words.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- pronounce unfamiliar words?

#### **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 pronounce unfamiliar words (see sample blackline master in Appendix E: Observation Checklist).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> .                 | <b>Cluster Heading</b><br>LC–1 attend to form | <b>30-3Y</b> |
| <b>Strand</b>              | LC–1.1 phonology  |   |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>b. identify and reproduce sound distinctions that are important for meaning |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Pay Attention**

Read excerpts from Italian recipes and ask the students to pay attention to specific sounds; e.g.,

- *gn* (*gnocchi*) (gnocchi)
- *gh* (*spaghetti*) (spaghetti)
- *gli* (*sogliola*) (sole)
- *ccia* (*focaccia*) (focaccia bread).

Students are asked to repeat the words they hear and circle them from a set provided.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and reproduce sound distinctions that are important for meaning?

#### **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 reproduce sound distinctions that are important for meaning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br>LC-1 attend to form | <b>30-3Y</b> |
|----------------------------|---|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | LC-1.2 orthography  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. apply some common spelling rules |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Word Designs**

Prepare sets of cards with a variety of words, phrases and sentences. In groups, students identify certain patterns to the spelling of words; e.g., *io compro due chili di formaggio e tre pagnotte* (I buy two kilos of cheese and three loaves of bread). Students look at patterns such as *chi, gio, gn, tte*. The students prepare crossword puzzles with their cards and exchange them with other groups.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- apply some common spelling rules?

#### **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 apply some common spelling rules (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br>LC–1 attend to form | <b>30-3Y</b> |
|----------------------------|---|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | LC–1.2 orthography  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. use basic spelling patterns consistently in writing familiar words and phrases |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Rules of Writing

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

*22 dicembre 2007* – (December 22, 2007)

*Caro cugino,* (Dear cousin,)

*Sono contenta che tu venga in Canada per le feste natalizie. Noi ti aspettiamo con ansia. Fammi sapere il numero del volo dell'aereo e io verrò all'aeroporto a prenderti.*

*Saluti,*

*Anna*

(I am happy that you are coming to Canada for the Christmas holidays. We are looking forward to seeing you. Let me know your flight number and I can come and pick you up at the airport.

Greetings,

Anna)

*Questa è una bella stagione. In estate fa molto caldo e i giovani vanno spesso al mare. Ogni lunedì, da giugno ad ottobre, c'è anche il mercato all'aperto e mia madre compra del pesce e della verdura fresca.*

(This is a nice season. In the summer it gets really hot and young people often go to the beach. Every Monday, from June to October, there is an open market and my mother buys fish and fresh fruit.)

Reinforce that seasons, days of the week and months of the year are not capitalized in Italian unless if they begin a sentence. Students discuss and note basic spelling and capitalization rules in their notebooks.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use basic spelling patterns consistently in writing familiar words and 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 basic spelling patterns consistently in writing familiar words and phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br>LC-1 attend to form | <b>30-3Y</b> |
|----------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC-1.3 lexicon   |
| <b>Specific Outcome</b> | <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"> <li>• arts, entertainment and literature</li> <li>• the world of work</li> <li>• technology</li> <li>• the environment</li> <li>• social issues</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Guessing Game**

Invite a student to the front of the class and have him or her sit in a chair facing away from the board. Write a theme on the board, e.g., technology, and ask the rest of the students to provide words and phrases related to the theme. Once the student in the chair guesses the theme correctly, another student switches places and another theme is chosen.

### 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).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br>LC-1 attend to form | <b>30-3Y</b> |
|----------------------------|---|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | LC-1.3 lexicon  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Homonyms

Present students with Italian words whose meanings change when the article is changed; e.g., *il capitale* (capital wealth) versus *la capitale* (capital city). Have students record such words in a special section in their notes. Then, divide students into small groups and have a competition to see which group can come up with the most number of ways to express an idea; e.g., *Ti amo, gradisco voi di più e più.* (I love you.)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea?

#### 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 recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br>LC–1 attend to form | <b>30-3Y</b> |
|----------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC–1.4 grammatical elements  |
| <b>Specific Outcome</b> | <p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,* the following grammatical elements:</p> <p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>– collective; e.g., <i>gregge</i></li> <li>– abstract; e.g., <i>virtù, amore</i></li> <li>– compound; e.g., <i>capolavoro</i></li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>– indirect object: <i>le, gli, loro</i></li> <li>– double object: <i>me lo, te lo, glielo, ce lo, ve lo, lo (verb) loro</i></li> <li>– possessive; e.g., <i>il mio, il tuo, il suo</i></li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>– present perfect of verbs in <i>-are, -ere, -ire</i></li> <li>– imperfect of verbs in <i>-are, -ere, -ire</i></li> <li>– present tense of modal verbs: <i>volere, potere, dovere</i></li> <li>– present conditional of verbs in <i>-are, -ere, -ire</i></li> </ul> <p><b>Adjectives:</b></p> <ul style="list-style-type: none"> <li>– absolute superlative; e.g., <i>molto alto, altissimo</i></li> <li>– irregular superlative; e.g., <i>ottimo, pessimo, maggiore, minore</i></li> <li>– relative superlative: <i>il più (adjective) di, la più (adjective) di</i></li> </ul> <p><b>Adverbs:</b></p> <ul style="list-style-type: none"> <li>– of time: <i>durante, mentre, ora</i></li> <li>– absolute superlative: <i>benissimo, malissimo, moltissimo, pochissimo</i></li> <li>– adjective with <i>-mente</i>; e.g., <i>lentamente, facilmente, caramente</i></li> </ul> <p><b>Prepositions:</b></p> <ul style="list-style-type: none"> <li>– simple: <i>di, a, da, in, con, su, per, tra, fra</i></li> <li>– compound; e.g., <i>del, dello, dell', della, dei, degli, delle</i></li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>– <i>però</i></li> </ul> <p><b>Negative Expressions:</b></p> <ul style="list-style-type: none"> <li>– e.g., <i>non (verb) più</i><br/><i>non (verb) ancora</i><br/><i>non (verb) mai</i><br/><i>non (verb) niente</i></li> </ul> |

★ 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.

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | LC-1.4 grammatical elements   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>c. use, independently and consistently,* the [given] grammatical elements |

- ★ 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

### Verbs

Introduce the lesson with flash cards, dialogues and short readings using verbs in different tenses, and the prepositions *a* and *in* with countries, cities and towns. Model different situations; e.g.,  
*Oggi vado a Milano con il treno. Ieri sono andato a Calgary con l'autobus. L'anno prossimo andrò a Parigi per visitare mia zia. Quando vado in Italia, visiterò la Fontana di Trevi. L'anno scorso sono andato in Messico per due mesi. Fra due anni andrò in Giappone perchè voglio imparare il giapponese.*  
 (Today I go to Milan by train. Yesterday I went to Calgary by bus. Next year I will go to Paris to visit my aunt. When I go to Italy I shall visit the Trevi fountain. Last year I went to Mexico for two months. In two years I will go to Japan as I want to learn Japanese.)

Students repeat phrases and substitute different locations as the lesson progresses.

### Linking Words

Distribute sentence strips to students. Students link them in order, using *dopo, allora, prima* (after, then, before than) or conjunctions they have already learned. Students use the prepositions *a* and *in* with locations.

### A Trip

Have students assemble a slide show of photographs using a Web site like Fliks. Inform students that they must also prepare a commentary of the slide show and focus on a particular grammatical element. For example, students could write on a trip they took out of Edmonton, focusing on the past tense and using the prepositions *a* and *in*. Have students present their slide show.

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

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | LC-1.4 lexicon  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>c. use, independently and consistently,* the [given] grammatical elements |

★ 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?

### 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, independently and consistently, the given grammatical elements (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 use, independently and consistently, the given grammatical elements, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

### Rubric

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br>LC–2 interpret and produce oral and written texts | <b>30-3Y</b> |
|----------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC–2.1 aural interpretation  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. understand short oral texts on unfamiliar topics from a variety of media in guided situations |

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### **In the Kitchen**

Present a short segment from an Italian cooking show to students and have them listen for key pieces of information; e.g., ingredients, cooking utensils. Re-play the segment and discuss the presentation with students. Note the key information students heard and address any difficulties in oral interpretation.

### **Attractions**

Post pictures of various famous tourist attractions from around the world. Number each picture. Describe each location without indicating which one it is. Students guess which location corresponds to the description and respond in complete sentences; e.g., *La descrizione del numero due è la Torre di Pisa. La descrizione del numero sei è la Grande Muraglia cinese.* (Description number two is the Tower of Pisa. Description number six is the Great Wall of China.)

### **Travelling Poem**

Based on one of the destinations identified in previous tasks, students compose a short, simple poem of any structure; e.g., haiku, acrostic. Upon completion, students circulate through the class and read their poems to classmates. Classmates listen and then discuss the poems.

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC–2.1 aural interpretation  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. understand short oral texts on unfamiliar topics from a variety of media in guided situations |

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- understand short oral texts on unfamiliar topics from a variety of media in guided 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 oral texts on unfamiliar topics from a variety of media in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

### 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 understand short oral texts on unfamiliar topics from a variety of media in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

### 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 short oral texts on unfamiliar topics from a variety of media in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br>LC–2 interpret and produce oral and written texts | <b>30-3Y</b> |
|----------------------------|---|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | LC–2.2 written interpretation   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. understand short written texts on unfamiliar topics from a variety of media in guided situations |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Reading Comprehension

Assemble a collection of short written texts from a variety of sources; e.g., a movie review, a completed job application form, an instruction manual for a television, a flyer for a social justice rally. Throughout the year, present groups of students with a sample from the collection and guide students through the text. Address any issues with vocabulary and check for comprehension.

#### Schedules

Provide students with a schedule of the performances of an entertainer. It includes the location, day, month and time of performances. Students use the schedule to answer questions; e.g., *Dove canta il cantante, sabato sei maggio? Dove si troverà il cantante venerdì, due agosto?* (Where does the singer perform on Saturday, May 6? Where will he be on Friday, August 2?)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- understand short written texts on unfamiliar topics from a variety of media in guided situations?

#### Anecdotal Notes

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

#### 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 written texts on unfamiliar topics from a variety of media in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

|                            |  |  |              |
|----------------------------|--|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively and competently</b> . | <b>Cluster Heading</b><br><b>LC–2</b> interpret and produce oral and written texts | <b>30-3Y</b> |
|----------------------------|--|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC–2.3 visual interpretation   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. derive meaning from the visual elements of a variety of media |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Italian Art**

Assemble a collection of replicas of famous pieces of Italian art; e.g., a statue, a painting, a piece of architecture. Divide students into groups and provide each group with a replica. Have groups analyze the piece and agree on its meaning. After a sufficient amount of time, have groups exchange pieces and re-do the process.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

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

#### **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 derive meaning from the visual elements of a variety of media (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                            |   |   |              |
|----------------------------|---|---|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> .   | <b>Cluster Heading</b><br>LC–2 interpret and produce oral and written texts | <b>30-3Y</b> |
| <b>Strand</b>              | LC–2.4 oral production  |   |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>a. produce short oral texts in guided and unguided situations |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Constructing a Fable**

Provide students with the first and last line of a fairy tale, fable or song. Divide students into pairs. Read out the first line and select a group to come up with the following line. The next group recites the first line, the new second line, and adds a third line. Continue the process until all groups have contributed to the fable.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- produce short oral texts in guided and unguided 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 oral texts in guided and unguided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br><b>LC–2</b> interpret and produce oral and written texts | <b>30-3Y</b> |
|----------------------------|---|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC–2.5 interactive fluency   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. manage short interactions in familiar situations, with pauses for planning and repair |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Theatre Sports**

Compile a list of situations students are familiar with (e.g., dance, job, sporting event) and a list of unexpected elements (e.g., no money, rain, car problems). Divide the class into small groups and invite one group to the front of the class. The class selects a familiar situation and the group improvises a skit. Stop the skit midway and have the class add an unexpected element. Allow time for planning and then have students finish the skit. Ensure that all students have a chance to perform.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- manage short interactions in familiar situations, with pauses for planning and repair?

#### **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 manage short interactions in familiar situations, with pauses for planning and repair (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br><b>LC–2</b> interpret and produce oral and written texts | <b>30-3Y</b> |
|----------------------------|---|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC–2.6 written production  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. produce short written texts in guided and unguided situations |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Parts of the Story**

Read a short story or an excerpt from a longer piece of writing to the class and ask students to note the main character(s), setting and time when the main event takes place. Review the names of these parts of the story. In groups, students rewrite the short story in the form of an interview, comic strip or brochure. Remind students that the text is to be short, and to be creative in their writing.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- produce short written texts in guided and unguided situations?

#### **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 produce short written texts in guided and unguided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br><b>LC–2</b> interpret and produce oral and written texts | <b>30-3Y</b> |
|----------------------------|---|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC–2.7 representation  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. express meaning through the use of multiple visual elements in a variety of media |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Presentations**

Assign groups a topic. Topics could include a fashion show, sporting event or safe grad. Students are given time to work on the topic and present their work in an electronic slide show presentation or video. Students design posters and banners to showcase their presentations and invite students from other Italian classes to view them. Teachers may arrange for students to present their work at other schools that teach Italian (especially to students in junior high).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express meaning through the use of multiple visual elements in a variety of media?

#### **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 meaning through the use of multiple visual elements in a variety of media (see sample blackline master in Appendix E: Observation Checklist).

|                            |  |  |              |
|----------------------------|--|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> .              | <b>Cluster Heading</b><br><b>LC-3</b> apply knowledge of the sociocultural context | <b>30-3Y</b> |
| <b>Strand</b>              | LC-3.1 register  |  |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>a. explore formal and informal uses of language in a variety of contexts |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Language-use Situations**

Discuss different situations where formal and informal language is used. Students work in pairs to create dialogues for formal and informal situations; e.g., a citizen is speaking with the mayor, two friends discuss a concert they plan to see. In their dialogues, students consider the formal register, e.g., *Lei, Voi, Loro* (you sir, you madam), and informal register, e.g., *tu* (you).

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore formal and informal uses of language in a variety of contexts?

#### **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 formal and informal uses of language in a variety of contexts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> .                   | <b>Cluster Heading</b><br><b>LC-3</b> apply knowledge of the sociocultural context | <b>30-3Y</b> |
| <b>Strand</b>              | LC-3.2 idiomatic expressions  |  |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>a. use learned idiomatic expressions appropriately in a variety of situations |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Idioms**

On a regular basis, provide students with a commonly used idiomatic expression. Give examples of contexts in which the expression can be used. Then have them write a short dialogue for each expression in their own context; e.g., *Aveva paura. Quando Marco andava al campeggio con la sua famiglia aveva sempre paura degli orsi.* (To be scared. When Marco was going camping with the family he would be scared of the bears.)

Have students record these dialogues in a special section in their notes. Encourage students to use the expressions whenever appropriate.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use learned idiomatic expressions appropriately in a variety of situations?

#### **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 use learned idiomatic expressions appropriately in a variety of situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br><b>LC-3</b> apply knowledge of the sociocultural context | <b>30-3Y</b> |
|----------------------------|---|--|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | LC-3.3 variations in language   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. adopt some variations in language; e.g., regional, age-related, gender, social class, accent |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Brochures**

Locate and compile a collection of Italian brochures dealing with entertainment. Divide students into groups and provide each group with a brochure. Have them examine the language of the brochure and determine the age of the intended audience. Then have them adapt parts of the brochure so that the language reflects a younger/older audience. Revisit this activity throughout the year and vary the variations in language.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- adopt some variations in language?

#### **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 adopt some variations in language (see sample blackline master in Appendix E: Self-assessment Rating Scale).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br><b>LC-3</b> apply knowledge of the sociocultural context | <b>30-3Y</b> |
|----------------------------|---|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC-3.4 social conventions  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. explore and use a variety of social conventions |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Mini-dialogues**

Students write mini-dialogues of social situations and act out the scenarios in pairs or small groups, using appropriate social conventions.

#### **Complete the Dialogues**

Prepare short open-ended dialogues that mark the beginning of different types of social encounters. Students complete the dialogues in an appropriate manner.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore and use a variety of social conventions?

#### **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 explore and use a variety of social conventions (see sample blackline master in Appendix E: Peer-assessment Checklist).

#### **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 explore and use a variety of social conventions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br><b>LC-3</b> apply knowledge of the sociocultural context | <b>30-3Y</b> |
|----------------------------|---|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | LC-3.5 nonverbal communication   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. use a variety of forms of nonverbal communication appropriately |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Nonverbal Behaviours**

Explain and model a variety of nonverbal behaviours for various situations; e.g., nodding to indicate yes, finger on the cheek to indicate something tastes good, touching underneath the chin to indicate disapproval. Give students flash cards of simple scenarios to act out. In acting them out, students use the nonverbal behaviours appropriate to Italian. Students view a film, note the various nonverbal behaviours used and provide the appropriate meaning.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use a variety of forms of nonverbal communication appropriately?

#### **Learning Log**

Students reflect on their learning and how well they were able to use a variety of forms of nonverbal communication appropriately.

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> . | <b>Cluster Heading</b><br><b>LC-4</b> apply knowledge of how the Italian language is organized, structured and sequenced | <b>30-3Y</b> |
| <b>Strand</b>              | LC-4.1 cohesion/coherence   |  |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>a. link simple texts coherently                             |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Business Letters**

Provide students with sample business letters. Point out the structure of the letters and highlight the ways sentences and paragraphs are linked; e.g., conjunctions and transitional devices. Give students an ad from a newspaper for a job and have students write a letter applying for the job.

- *Data, indirizzo e saluto*  
(date, address, proper greeting)
- *Introduzione*  
(introduction)
- *Esperienze lavorative*  
(experiences)
- *Qualificazioni*  
(qualifications)
- *Istruzione*  
(education)
- *Referenze*  
(references)
- *Frase conclusiva*  
(concluding sentence)
- *Saluto*  
(closing salutations)

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- link simple texts coherently?

#### **Rubric**

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

|                            |  |  |              |
|----------------------------|--|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> .                | <b>Cluster Heading</b><br><b>LC-4</b> apply knowledge of how the Italian language is organized, structured and sequenced | <b>30-3Y</b> |
| <b>Strand</b>              | LC-4.1 cohesion/coherence  |  |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>b. organize texts to indicate steps in a procedure or directions to follow |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **How to Build a Web Site**

Locate a text in Italian that explains how to build a Web site. Cut the text into paragraphs. Divide students into groups and give each student a paragraph. Have groups read and understand their paragraphs and then collaborate with other groups to determine the correct procedure to follow. Provide a complete version of the text and let students assess their success.

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

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- organize texts to indicate steps in a procedure or directions to follow?

#### **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 organize texts to indicate steps in a procedure or directions to follow (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> .   | <b>Cluster Heading</b><br><b>LC-4</b> apply knowledge of how the Italian language is organized, structured and sequenced | <b>30-3Y</b> |
| <b>Strand</b>              | LC-4.2 text forms   |  |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>a. recognize different text forms delivered through a variety of media; e.g., videotaped instructions, reports with visuals |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Text Forms**

Provide students with various examples of oral and print text forms. Then, organize students into pairs and have them examine an instructional video; e.g., weight training, how to build a house, how to take a golf swing with a driver. Students analyze the structure, content and vocabulary of the video. Finally, using a medium of their choice, students teach the activity from the video to the class.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- recognize different text forms delivered through a variety of media?

**Anecdotal Notes**

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

|                            |  |  |              |
|----------------------------|--|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> .  | <b>Cluster Heading</b><br><b>LC-4</b> apply knowledge of how the Italian language is organized, structured and sequenced | <b>30-3Y</b> |
| <b>Strand</b>              | LC-4.2 text forms  |  |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>b. analyze and identify the organizational structure of a variety of text forms; e.g., folk tales, newspaper articles, instructions for a game |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **The Story**

Divide students into groups and ask them to complete a storyboard of a short story read in class. The storyboard should include, in sequence, at least five events from the story. Students choose drawings or collages to present their storyboards.

Revisit this activity throughout the year and vary the text form.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- analyze and identify the organizational structure of a variety of text forms?

#### **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 analyze and identify the organizational structure of a variety of text forms (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                            |   |  |              |
|----------------------------|---|--|--------------|
| <b>Language Competence</b> | <b>General Outcome</b><br>Students will use Italian <b>effectively</b> and <b>competently</b> .                           | <b>Cluster Heading</b><br><b>LC-4</b> apply knowledge of how the Italian language is organized, structured and sequenced | <b>30-3Y</b> |
| <b>Strand</b>              | LC-4.3 patterns of social interaction   |  |              |
| <b>Specific Outcome</b>    | <i>Students will be able to:</i><br>a. use complex social interaction patterns; e.g., <i>Mi scusi, potrebbe dirmi ...</i> |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Transactions**

Students view video clips of transactions; e.g., in a bank, in a department store, asking for directions, boarding an airplane. After watching the videos, review the structures and vocabulary used in the transactions. Students work in pairs and, without preparation, engage in impromptu conversations.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- use complex social interaction patterns?

**Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to use complex social interaction patterns, and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

## Global Citizenship

|                               |  |   |              |
|-------------------------------|--|---|--------------|
| <b>Global<br/>Citizenship</b> | <p><b>General Outcome</b><br/>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the Italian-speaking world.</p> | <p><b>Cluster Heading</b><br/><b>GC-1</b> historical and contemporary elements of Italian-speaking cultures</p> | <b>30-3Y</b> |
| <b>Strand</b>                 | GC-1.1 accessing/analyzing cultural knowledge of the Italian-speaking world  |   |              |
| <b>Specific Outcome</b>       | <p><i>Students will be able to:</i></p> <p>a. formulate questions in Italian about elements of Italian cultures; e.g., patterns of behaviour or interaction typical of people their own age</p>            |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Questions

Show videos of Italian youth at school, cafes, parks, restaurants, sports events. Note their clothing, hairstyles and type of music they appreciate. Ask students to come up with questions they would like to ask an Italian student.

- *Quanti anni hai?* (How old are you?)
- *Che classe frequenti?* (What class do you attend?)
- *Che cosa studi a scuola?* (What do you study at school?)
- *Quale sport ti piace e pratichi?* (Which sport do you play?)
- *Cosa fai per divertirti con i tuoi amici?* (How do you spend your time with friends?)
- *Quale musica preferisci?* (What music do you prefer?)

In groups of three, students role-play the conversations. Two people speak and the third takes notes and paraphrases the conversation.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- formulate questions in Italian about elements of Italian cultures?

#### 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 formulate questions in Italian about elements of Italian cultures (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-1</b> historical and contemporary elements of Italian-speaking cultures | <b>30-3Y</b> |
| <b>Strand</b>             | GC-1.1 accessing/analyzing cultural knowledge of the Italian-speaking world   |   |              |
| <b>Specific Outcome</b>   | <i>Students will be able to:</i><br>b. use basic research skills to find out about Italian cultures   |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Cultural Research**

Lead a brief review of how to effectively conduct research. Discuss authentic and dependable resources and how to guide research. From a list of famous Italian art, entertainment and literature, students select an item and conduct research for a presentation. Part of the presentation will include a description of the basic research skills used.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- use basic research skills to find out about Italian cultures?

#### **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to use basic research skills to find out about Italian cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

|                           |  |   |              |
|---------------------------|--|---|--------------|
| <b>Global Citizenship</b> | <p><b>General Outcome</b><br/>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the Italian-speaking world.</p> | <p><b>Cluster Heading</b><br/><b>GC-1</b> historical and contemporary elements of Italian-speaking cultures</p> | <b>30-3Y</b> |
| <b>Strand</b>             | GC-1.1 accessing/analyzing cultural knowledge of the Italian-speaking world  |   |              |
| <b>Specific Outcome</b>   | <p><i>Students will be able to:</i></p> <p>c. explore and identify some elements of Italian cultures; e.g., key historical events and their influence on contemporary ways of life and cultural values</p> |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Research**

Students use a variety of resources, such as the Internet and history books, to identify historical events that have influenced contemporary ways of life and cultural values; e.g., *Giovanni Caboto* in Newfoundland in 1497–1498. Students compile their work on a wiki and update and add to it throughout the year.

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

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore and identify some elements of Italian 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 explore and identify some elements of Italian cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-1</b> historical and contemporary elements of Italian-speaking cultures | <b>30-3Y</b> |
|                           | <b>Strand</b>   | GC-1.2 applying cultural knowledge  |              |
| <b>Specific Outcome</b>   | <i>Students will be able to:</i><br>a. apply knowledge of Italian cultures in interactions with people and texts  |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Italian Class Visit

Plan and organize a class trip to another site where Italian is taught. Have students participate in “ice breaking” activities and fluency activities. Encourage students to apply knowledge of Italian cultures when they interact with one another.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- apply knowledge of Italian cultures in interactions with people and texts?

#### Learning Log

Students reflect on their learning and how well they were able to apply knowledge of Italian cultures in interactions with people and texts.

|                           |   |  |              |
|---------------------------|---|--|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br>GC-1 historical and contemporary elements of Italian-speaking cultures     | <b>30-3Y</b> |
|                           | <b>Strand</b>   | GC-1.2 applying cultural knowledge   |              |
|                           | <b>Specific Outcome</b>   | <i>Students will be able to:</i><br>b. interpret cultural behaviour that is different from their own |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Wedding

Show a video of an Italian wedding. In groups, students write a script for a digital video about a wedding ceremony and present it to the class. Students choose various roles, such as the bride, groom, parents and priest. Students could present their videos during a schoolwide cultural event.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- interpret cultural behaviour that is different from their own?

#### Learning Log

Students reflect on their learning and how well they were able to interpret cultural behaviour that is different from their own.

|                           |  |   |              |
|---------------------------|--|---|--------------|
| <b>Global Citizenship</b> | <p><b>General Outcome</b><br/>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>, through the exploration of the cultures of the Italian-speaking world.</p> | <p><b>Cluster Heading</b><br/><b>GC-1</b> historical and contemporary elements of Italian-speaking cultures</p> | <b>30-3Y</b> |
| <b>Strand</b>             | GC-1.3 diversity within Italian-speaking cultures  |   |              |
| <b>Specific Outcome</b>   | <i>Students will be able to:</i><br>a. apply knowledge of diverse elements of Italian cultures   |   |              |

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Regions

Project a map of Italy on the overhead projector. Identify areas of interests and discuss the various regions of Italy. Give students a calendar from a region of Italy. Students examine it and identify pertinent information, such as holidays, patron saint, festivals and celebrations. If possible, arrange for a community member from one of the regions to speak to the class.

### Italian Regions

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

- *cartina d'italia* (map of Italy)
- *cartina della regione* (map of the region)
- *città e paesi da visitare* (cities and towns to visit)
- *celebrazioni speciali* (special celebrations)
- *clima* (climate)
- *feste* (festivals)
- *attività sportive* (sporting activities)
- *abbigliamento* (clothing)
- *cibo* (food).

Show the videos in class.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- apply knowledge of diverse elements of Italian 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 apply knowledge of diverse elements of Italian cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

### 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 apply knowledge of diverse elements of Italian cultures (see sample blackline master in Appendix E: Self-assessment Rating Scale).

|                           |   |  |              |
|---------------------------|---|--|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br>GC–1 historical and contemporary elements of Italian-speaking cultures | <b>30-3Y</b> |
|                           | <b>Strand</b>   | GC–1.4 valuing Italian-speaking cultures   |              |
| <b>Specific Outcome</b>   | <i>Students will be able to:</i><br>a. express empathy for those whose cultural behaviour is different from their own   |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Costumes and Regions

Lead a brief discussion on the meaning of the word “empathy” and how it differs from “sympathy” and “tolerance.” Then provide students with pictures of people from various regions of Italy dressed or behaving differently than here. In groups, students identify reasons why some people like a certain way of dress. Students are to reflect the cultural behaviour on a Venn diagram.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- express empathy for those whose cultural behaviour is different from their own?

#### 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 express empathy for those whose cultural behaviour is different from their own (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                           |   |  |              |
|---------------------------|---|--|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br>GC-1 historical and contemporary elements of Italian-speaking cultures | <b>30-3Y</b> |
|                           | <b>Strand</b>   | GC-1.4 valuing Italian-speaking cultures   |              |
| <b>Specific Outcome</b>   | <i>Students will be able to:</i><br>b. participate in and contribute to activities and experiences that reflect Italian cultures  |  |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### Field Trip

Students plan a field trip that involves an element of the Italian culture; e.g., an Italian movie, a play, a meal in a restaurant where the server speaks Italian, a cultural event put on by the Italian community. After creating their plan they present it to the class for consideration. Have students examine the plans and then decide on one. Lead the organization of the trip. Once there, encourage students to actively participate in and contribute to the trip.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- participate in and contribute to activities and experiences that reflect Italian cultures?

#### Learning Log

Students reflect on their learning and how well they were able to participate in and contribute to activities and experiences that reflect Italian cultures.

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|---------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | GC-2.1 awareness of first language   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. identify ways in which their first language and Italian are similar and different |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Similarities and Differences**

Select an excerpt from a piece of Italian literature and locate a credible English translation. Divide students into groups and provide each group with both versions of the excerpt. Have groups compare and contrast the two excerpts and compile a list of similarities and differences on a T-chart. For example, Italian nouns are either masculine or feminine, English plural forms generally end in “s.”

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify ways in which their first language and Italian are similar and different?

#### **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 ways in which their first language and Italian are similar and different (see sample blackline master in Appendix E: Self-assessment Rating Scale).

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|---------------------------|---|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | GC-2.2 general language knowledge   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. identify how and why languages borrow from one another |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Linguistic Family Tree**

Display a family tree of Indo-European languages and guide students through an examination of what languages are related, in what countries those languages are spoken, and where those countries are geographically located. Have students reflect on reasons for the borrowing of words across languages. Examine contemporary words like “e-mail” or “politically correct” and see what equivalents in other languages are.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify how and why languages borrow from one another?

#### **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 how and why languages borrow from one another (see sample blackline master in Appendix E: Self-assessment Rating Scale).

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|---------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | GC-2.2 general language knowledge  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. recognize that languages evolve and adapt over time |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Teams**

Find excerpts of Italian soccer games from previous decades that use words and expressions that are no longer popular. Have students view the games and pick out words from the English language.

For example:

- *Il giocatore italiano era in fuorigioco.* (The Italian player was offside.)
- *La squadra del Milan deve fare pressing per vincere.* (The Milan team has to do the pressing to win.)
- *I tifosi della squadra italiana sono tristi perchè la loro squadra sta perdendo.* (The fans of the Italian team are sad because their team is losing.)

Compile a list of observations or examples of language that have changed over the decades. Discuss the implications of these observations.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize that languages evolve and adapt over time?

#### **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 recognize that languages evolve and adapt over time (see sample blackline master in Appendix E: Self-assessment Rating Scale).

|                               |   |   |              |
|-------------------------------|---|---|--------------|
| <b>Global<br/>Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|-------------------------------|---|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | GC-2.3 awareness of own culture   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. identify some influences on the development of their personal identity |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **All About Me**

Have students trace silhouettes of each other on large sheets of paper. In the space inside the silhouettes, have students identify and record some of the influences on their personal identity; e.g., family friends, teachers, books, music. Display the silhouettes and have students circulate and learn about their classmates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some influences on the development of their personal identity?

#### **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify some influences on the development of their personal identity (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|---------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | GC-2.4 general cultural knowledge  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. identify that within any culture there are important differences in the way people speak and behave |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Let's Talk in a Video**

Divide the class into two groups. Each group chooses a name; e.g., Group A: *Sale e Pepe* (Salt and Pepper), Group B: *Olio e Aceto* (Oil and Vinegar). One group creates a video tourist commentary for exchange students living in Italy. The other creates a video tourist commentary for a host family living in Canada. The video should highlight differences in the way people speak and behave in Canada. Show the videos in class.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify that within any culture there are important differences in the way people speak and behave?

#### **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 that within any culture there are important differences in the way people speak and behave (see sample blackline master in Appendix E: Peer-assessment Checklist).

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|---------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | GC-2.4 general cultural knowledge  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. identify some of the factors that affect the culture of a particular region |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Interview**

Encourage students to attend different cultural activities sponsored by cultural groups within their community. Students interview some of the people involved in the events; e.g., *Scusi, sono uno studente di \_\_\_\_\_, posso farLe alcune domande? Il suo nome per favore? Da quanti anni Lei fa parte di questo gruppo folcloristico? Da quale parte d'Italia viene? In Italia, ha partecipato a tante celebrazioni? Quali sono le differenze fra le celebrazioni in Italia e quelle nel nostro paese? Che cosa influenza la nostra cultura? Grazie tante della Sua collaborazione.* (Excuse me, I am a student at \_\_\_\_\_. May I ask you some questions? Your name please? How long have you been a member of this group? Which part of Italy are you from? In Italy, have you participated in many celebrations? How many here? What [do you feel] influences our culture? Thanks for your collaboration.) Have the students share some of the factors that affect culture of a particular region; e.g., food, religion, values and family traditions.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify some of the factors that affect the culture of a particular region?

#### **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|---------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | GC-2.4 general cultural knowledge  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>c. explore various ways in which individuals acquire a cultural identity |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Immigrants**

Students view a film about immigrants coming to Canada. The class discusses cultural traits in our society. Display a suitcase and ask the class to brainstorm: What do people bring in their cultural baggage? What values and ideas do immigrant families pass along to their children and community? What are the different components of a cultural identity? Are these components permanent and static or malleable and dynamic?

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore various ways in which individuals acquire a cultural identity?

#### **Learning Log**

Students reflect on their learning and how well they were able to explore various ways in which individuals acquire a cultural identity.

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
| <b>Strand</b>             | GC-2.5 valuing diversity  |   |              |
| <b>Specific Outcome</b>   | <i>Students will be able to:</i><br>a. recognize and acknowledge different perspectives   |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Cultural Activity**

Present a cultural activity to students, e.g., how people celebrate Christmas, and then assign a different country to student groups. Have each group conduct a brief research on how Christmas is (or is not) celebrated in that country and why. Student groups present their findings to the class and students compile a list of the different perspectives that exist regarding Christmas celebrations.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- recognize and acknowledge different perspectives?

#### **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 acknowledge different perspectives (see sample blackline master in Appendix E: Observation Checklist).

|                               |   |   |              |
|-------------------------------|---|---|--------------|
| <b>Global<br/>Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|-------------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | GC-2.6 intercultural skills  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. explore representations of their own culture as seen from the outside |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Alberta/Canada**

Locate an Italian video promoting travel to Alberta/Canada. Have students view the video and note down how aspects of Albertan/Canadian culture are presented to the Italian audience. Lead a brief discussion with students on their observations and identify which aspects students agree and disagree with and why.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore representations of their own culture as seen from the outside?

#### **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 representations of their own culture as seen from the outside (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

|                               |   |   |              |
|-------------------------------|---|---|--------------|
| <b>Global<br/>Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-2</b> affirming and valuing diversity | <b>30-3Y</b> |
|-------------------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | GC-2.6 intercultural skills  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>b. identify and make use of institutions that facilitate contact with other countries and cultures |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **E-pals**

Briefly explain to students the benefits of pen pals and communicating across countries and cultures. Instruct students to conduct research on what institutions facilitate e-pals and also investigate potential pitfalls. Lead a summary of students' research and expand the idea to other areas of contact; e.g., work, study.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- identify and make use of institutions that facilitate contact with other countries and cultures?

#### **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to identify and make use of institutions that facilitate contact with other countries and cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

|                           |   |   |              |
|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world.   | <b>Cluster Heading</b><br><b>GC-3</b> personal and career opportunities | <b>30-3Y</b> |
| <b>Strand</b>             | GC-3.1 Italian and Italian-speaking cultures  |   |              |
| <b>Specific Outcome</b>   | <i>Students will be able to:</i><br>a. explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Careers**

Brainstorm the variety of careers that require the speaking of Italian; e.g., flight attendant, bank manager, tourist guide, language teacher, athlete, singer, musician, model, interpreter. Record these onto poster paper and display in the classroom for further discussion.

#### **Official Invitation**

Invite someone from the Italian consulate to speak about job opportunities available in Italy. Students record these possibly for later class discussion.

#### **Visits**

Provide students with calendars of courses from Italian post-secondary institutions. Students identify courses they could take to improve their Italian, which could open doors to the workplace in Italy or other countries. Students are given the opportunity to fill out a mock application form.

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | GC–3.1 Italian and Italian-speaking cultures  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives |

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

- explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives?

### 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 explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

### 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 explore opportunities for further studies or careers related to Italian, and explore applications of Italian language and culture in the global workplace and marketplace and in their personal and social lives (see sample blackline master in Appendix E: Self-assessment Checklist).

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|---------------------------|---|---|--------------|
| <b>Global Citizenship</b> | <b>General Outcome</b><br>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b> , through the exploration of the cultures of the Italian-speaking world. | <b>Cluster Heading</b><br><b>GC-3</b> personal and career opportunities | <b>30-3Y</b> |
|---------------------------|---|---|--------------|

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| <b>Strand</b>           | GC-3.2 cultural and linguistic diversity   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. explore applications of language and cultural learning in their personal and social lives and in the global workplace and marketplace |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Good Lives**

Inform students that they will be cooperating to create a promotional brochure on why to learn a language. Divide the class into two groups. Group 1 will work on the personal and social benefits of learning a language. Group 2 will focus on professional and work benefits. Have both groups explore how learning a language and about a culture has applications; e.g., improved academic performance in other subjects, or improved opportunities for employment with government agencies. Students compile their results and cooperate to produce a brochure.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- explore applications of language and cultural learning in their personal and social lives and in the global workplace and marketplace?

#### **Rubric**

Collaboratively create an outcome-based rubric with the students. Use the rubric to assess how well students are able to explore applications of language and cultural learning in their personal and social lives and in the global workplace and marketplace (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

## Strategies

|                         |   |   |              |
|-------------------------|---|---|--------------|
| <b>Strategies</b>       | <p><b>General Outcome</b><br/>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p>                                 | <p><b>Cluster Heading</b><br/>S–1 language learning</p> | <b>30-3Y</b> |
| <b>Strand</b>           | S–1.1 cognitive   |   |              |
| <b>Specific Outcome</b> | <p><i>Students will be able to:</i></p> <p>a. select and use a variety of cognitive strategies to enhance language learning; e.g., use technology and other reference materials</p> |   |              |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Find the Author**

Discuss and review with students various cognitive language learning strategies. Group students in fours and give each group the name of an Italian author. Students use the Internet, encyclopedias and other texts to research the author. Groups write a report and present it to the class. Each group relates the cognitive language learning strategies that worked best for them.

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

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

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

#### **Rubric**

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

|                   |   |   |              |
|-------------------|---|---|--------------|
| <b>Strategies</b> | <b>General Outcome</b><br>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication. | <b>Cluster Heading</b><br>S–1 language learning | <b>30-3Y</b> |
|-------------------|---|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | S–1.2 metacognitive   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. select and use a variety of metacognitive strategies to enhance language learning; e.g., reflect upon own performance and that of others |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Writing Strategies**

Present students with two different types of texts about a particular topic; e.g., a poem and a story. Have students work in pairs and read the two texts. Students discuss the various strategies they use to depict meaning from texts; e.g., reading for key words. Have them compile a list of strategies they use and then share their observations with classmates.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select 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 select and use a variety of metacognitive strategies to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

|                         |   |   |              |
|-------------------------|---|---|--------------|
| <b>Strategies</b>       | <b>General Outcome</b><br>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.   | <b>Cluster Heading</b><br>S–1 language learning | <b>30-3Y</b> |
|                         | <b>Strand</b>   | S–1.3 social/affective                          |              |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. select and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming for a newly given task |   |              |

## SAMPLE TEACHING AND LEARNING ACTIVITIES

### Group Strategies

Students work cooperatively on various activities. Roles are assigned by the teacher or chosen by group members. Assist students by using mental techniques, such as positive self-talk and humour. Students note the social and affective strategy in their learning logs.

### Rewrite It in Prose

Review and discuss a variety of appropriate social/affective strategies. Then provide students with a script to rewrite into prose. Students brainstorm and conference as prewriting and postwriting exercises. Students note the social/affective strategies that were most effective for them to enhance their learning.

## SAMPLE ASSESSMENT STRATEGIES

### Focus for Assessment

Do the students:

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

### Learning Log

Students reflect on their learning and how well they were able to select and use a variety of social and affective strategies to enhance language learning.

### 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 select and use a variety of social and affective strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

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|-------------------|---|--|--------------|
| <b>Strategies</b> | <b>General Outcome</b><br>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication. | <b>Cluster Heading</b><br>S–2 language use | <b>30-3Y</b> |
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|-------------------------|--|
| <b>Strand</b>           | S–2.1 interactive  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. select and use a variety of interactive strategies; e.g., use a range of communicative devices to sustain conversations |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Descriptive Visuals**

Prepare a set of familiar visuals, and divide students into pairs. Have pairs sit across from each other and provide one of the pair with visuals. The student with the visual describes the visual well enough so that the partner can draw a version without seeing the original. Encourage students to use interactive strategies to facilitate communication. Upon completion, students compare their drawings with the originals and also discuss the effectiveness of the interactive strategies used.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of interactive strategies?

#### **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 select and use a variety of interactive strategies. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

|                   |   |  |              |
|-------------------|---|--|--------------|
| <b>Strategies</b> | <b>General Outcome</b><br>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication. | <b>Cluster Heading</b><br>S–2 language use | <b>30-3Y</b> |
|-------------------|---|--|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | S–2.2 interpretive   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to facilitate comprehension |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Proverbs**

Post a variety of Italian proverbs around the classroom and provide students with a template listing the proverbs’ English equivalents. Have students circulate throughout the class and use interpretive strategies to match the Italian proverb with its equivalent; e.g., look for key words, use knowledge of the sound–symbol system to aid reading comprehension.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select 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 select and use a variety of interpretive strategies (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

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|-------------------|---|--|--------------|
| <b>Strategies</b> | <b>General Outcome</b><br>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication. | <b>Cluster Heading</b><br>S–2 language use | <b>30-3Y</b> |
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|                         |  |
|-------------------------|--|
| <b>Strand</b>           | S–2.3 productive   |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. select and use a variety of productive strategies; e.g., use a variety of resources to sustain and enrich communication |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **Television Article**

Ask students to view an English television sitcom at home. Have them imagine that they are writers for an Italian magazine and devise a title page and a table of contents for the magazine. They include a critique of the sitcom. Review effective productive strategies with students; e.g., use the steps of the writing process (gathering ideas, planning the text, organizing the text), writing, revision (rereading, moving and rewriting pieces of the text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations). Have students note which productive strategies worked best in their learning log.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

- Do the students:
- select and use a variety of productive strategies?

#### **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 select and use a variety of productive strategies. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

|                   |   |   |              |
|-------------------|---|---|--------------|
| <b>Strategies</b> | <b>General Outcome</b><br>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication. | <b>Cluster Heading</b><br><b>S–3</b> general learning | <b>30-3Y</b> |
|-------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | S–3.1 cognitive  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **The Four Seasons**

Review cognitive strategies with students; e.g., using models, diagrams, word maps. In Italian, present students with a challenging but short text on the environment. Students work in small groups and cooperatively use word maps, diagrams and other graphic representations to make the information in the text easier to understand and remember. Have students note which cognitive strategies worked best in their learning log.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

- select and use a variety of cognitive strategies to enhance general 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 select and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

|                   |   |   |              |
|-------------------|---|---|--------------|
| <b>Strategies</b> | <b>General Outcome</b><br>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication. | <b>Cluster Heading</b><br><b>S–3</b> general learning | <b>30-3Y</b> |
|-------------------|---|---|--------------|

|                         |  |
|-------------------------|--|
| <b>Strand</b>           | S–3.2 metacognitive  |
| <b>Specific Outcome</b> | <i>Students will be able to:</i><br>a. select and use a variety of metacognitive strategies to enhance general learning; e.g., take responsibility for planning, monitoring and reflecting on learning experiences |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### **How Do I Learn Best**

Lead a class discussion on the different ways students learn best. Compile a list of ways students arrange their workspace to maximize effectiveness. Ask students to consider the management of their space in the classroom by asking them about the role of the:

- seating arrangement
- classroom decorations, such as posters, webs, pictures, charts
- classroom setting.

Discuss with students the classroom elements that help them learn best.

### SAMPLE ASSESSMENT STRATEGIES

#### Focus for Assessment

Do the students:

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

#### **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 select and use a variety of metacognitive strategies to enhance general learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

|                   |   |   |              |
|-------------------|---|---|--------------|
| <b>Strategies</b> | <p><b>General Outcome</b><br/>Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p> | <p><b>Cluster Heading</b><br/><b>S–3</b> general learning</p> | <b>30-3Y</b> |
|-------------------|---|---|--------------|

|                         |   |
|-------------------------|---|
| <b>Strand</b>           | S–3.3 social/affective  |
| <b>Specific Outcome</b> | <p><i>Students will be able to:</i></p> <p>a. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help and encourage one another</p> |

### SAMPLE TEACHING AND LEARNING ACTIVITIES

**Toy Building Bricks**

Students work in small groups to properly construct a vehicle using toy building bricks. Students choose specific roles to better complete the task. At the end of the activity, students discuss the importance of cooperation and other social and effective strategies one can use in order to complete a task.

### SAMPLE ASSESSMENT STRATEGIES

**Focus for Assessment**

- Do the students:
- select and use a variety of social and affective 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 select and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-assessment Checklist).