



ITALIAN 5 TO 12

Integrated Resource Package

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This Integrated Resource Package (IRP) provides some of the basic information teachers require to implement the Italian 5 to 12 curriculum.

THE INTRODUCTION

The Introduction provides general information about the Italian 5 to 12 curriculum, including special features and requirements. It also provides a rationale for the teaching of Italian 5 to 12 in BC schools.

THE ITALIAN 5 TO 12 CURRICULUM

The Italian 5 to 12 curriculum is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- learning outcome statements for each subject area
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- learning resources

Prescribed Learning Outcomes

Learning outcomes set out knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete this stem: “It is expected that students will....” Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual students

performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. Teachers are free to adapt the suggested assessment strategies; they are suggestions only.

Learning Resources

The learning resources in this IRP are materials that have been reviewed and evaluated by the members of the Italian 5-12 IRP Development Team. They are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers are encouraged to select those resources that they find most relevant and useful for their students. The resources listed in the main body of this IRP are those that have a comprehensive coverage of significant portions of the curriculum, or those that provide a unique support to a specific segment of the curriculum. Appendix B contains a complete listing of learning resources so far identified to support this curriculum.

THE APPENDICES

A series of appendices provides additional information about the curriculum and further support for the teacher.

- *Appendix A* lists the learning outcomes for the curriculum arranged by grade and curriculum organizer.
- *Appendix B* contains a comprehensive, annotated list of the learning resources for this curriculum.
- *Appendix C* contains assistance for teachers regarding provincial evaluation and reporting policy. Learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- *Appendix D* acknowledges the many people and organizations that have been involved in the development of this IRP.

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Italian language education, grades 5 to 12. The study of Italian language and culture is intended to enable learners to communicate purposefully in Italian. It also provides opportunities for students to gain insights into their own cultures, and encourages the development of intercultural sensitivity.

PRINCIPLES OF LEARNING

Provincial education programs are based on three principles of learning that reflect current views of how effective learning occurs. They have profound implications for all aspects of the program, such as the roles of student and teacher, the kinds of learning resources that are chosen, and the assessment that occurs. The development of this Italian 5 to 12 IRP has been guided by and incorporates these three principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

RATIONALE

The BC Language Policy states that, “The Ministry of Education encourages all students to develop language skills which will assist them to live and function more effectively in BC’s ethni-culturally diverse environment and in bilingual Canada.” It is therefore recognized that communicative competence in more than one language as a source of personal satisfaction, enriches individual life experiences, and increases the range of career opportunities. Italian, as a language rooted in Latin and as a modern

language, has played an important role in the development of Western Civilization. Interest in the Italian language stems from the fact that a significant number of Canadians are of Italian origin and are an integral part of the Canadian cultural mosaic. Students need to acquire understanding of and positive attitudes towards cultures that may vary from their own. Knowledge of Italian will enable students to communicate more effectively in another language, which will enable their self-confidence, risk-taking skills, interpersonal skills, and critical thinking skills and in certain cases will also serve to preserve their cultural heritage/background.

THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The Italian 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to get things done. Grammar instruction plays a supportive role only – to provide useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that endorses these premises:

- As much as possible, language learning should emulate authentic language use.
- The goal of language learning is performance with language rather than knowledge about the language.
- Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition.

- Language develops in a series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are to be expected.
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities.
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place.
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning.
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks.
- Assessment reflects instructional goals and is performance-oriented.
- Technology and textbook materials play a support role for language-learning goals; they should not determine curriculum.

(Adapted from “Teaching and Learning K-12 Authentic Instruction Communication,” Section 7.19, ASCD Curriculum Handbook, September 1994.)

In following the communicative-experiential approach, prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students’ abilities to understand others and to express themselves comprehensibly and appropriately. They do not focus on the mastery of grammar for its own sake.

LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components to a language program and are now being recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; cognates; a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively. The Language Learning Strategies chart shows the complete range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

Language-Learning Strategies

As students progress through the grades, they should develop and apply a range of strategies to assist their comprehension and expression. Students need experiences that encourage them to:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • use visual and contextual clues to guess meaning • use mime, gesture, and props to help convey meaning • repeat alone and with others to practise and reinforce new vocabulary and language patterns • record ideas or expressions using Italian words • listen attentively and participate in activities 	<ul style="list-style-type: none"> • predict meaning • use formula phrases, including greetings and expressions of politeness • actively seek help by asking for clarification and repetition • connect new topics to personal experience • develop personal notebooks or dictionaries to record new vocabulary 	<ul style="list-style-type: none"> • recognize known words and cognates in new contexts • ask for specific words in Italian while continuing communication • listen to and practise pronunciation of the written word • group new items into categories that are personally meaningful • self evaluate progress by comparison with earlier performance or against personal goals • continue to record new vocabulary and phrases
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • recognize and use common patterns • use word web charts, tables, and other graphic organizers to support oral and written expression • reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases 	<ul style="list-style-type: none"> • recognize and use common patterns • listen, view, and read selectively to focus on key information • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • use a variety of writing forms to convey personal meaning (e.g., Italian words, illustrations) • plan ahead for communicative activities by anticipating language and resources needed 	<ul style="list-style-type: none"> • take risks with the language to extend language boundaries • use a variety of reference materials, including dictionaries, for comprehension and production • set personal goals in language skills and monitor their progress
Grade 11	Grade 12	Introductory Grade 11
<ul style="list-style-type: none"> • rephrase in Italian to compensate for unknown expressions • make personal notes to use as reference for oral and written production • actively review common, useful expressions and patterns to refine communication • self-monitor and correct recurring or significant errors in communication 	<ul style="list-style-type: none"> • negotiate meaning by using questions and other techniques in Italian for clarification • summarize information in oral, graphic, and written forms • use dictionaries and other reference materials to clarify meanings of unknown words and expressions • seek out and create practice opportunities in and out of the classroom 	<ul style="list-style-type: none"> • use visual and contextual clues to guess meaning • use mime, gesture, and props to help convey meaning • use prior knowledge of topics to predict meaning by connecting new topics to personal experience • recognize and use common patterns • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • use a variety of reference materials for comprehension and production • set personal goals in language skills and monitor their progress

CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on common reasons people have for wanting to learn a second language and have been used to group the learning outcomes, suggested instructional strategies, suggested assessment strategies, and learning resources. The curriculum organizers are:

- *Communicating* - in order to communicate with other people
- *Acquiring Information* - to acquire information for a purpose
- *Experiencing Creative Works* - to experience creative works for enjoyment
- *Understanding Culture and Society* - to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow language-program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying a second language. In the classroom, however, they should not be treated separately but should be integrated into most activities. Whenever possible, teachers should use and encourage the use of Italian in most student activities. However, there are times when English will be necessary to complete a task or provide supporting detail for a learning activity, particularly in the organizer *Understanding Culture and Society*.

Communicating

A fundamental aim of Italian language education is to enable students to communicate with each other in Italian. Communication in Italian should be used to

establish and maintain relationships, to share ideas and opinions, and to get things done. The *Communicating* organizer embraces a variety of communication skills – listening, reading, speaking, writing, viewing, and representing – in order to reach students with a wide range of abilities, language traditions, and backgrounds. It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies.

Acquiring Information

In this age of rapidly expanding information, it is important for students to develop the ability to understand and acquire information from original sources in Italian (e.g., Italian language television and radio programs, magazines, business and job advertisements, recipes, restaurant menus, schedules) in order to complete authentic tasks. An authentic task is one that engages students in thoughtful learning and is meaningful and relevant to their lives.

In the process of acquiring information from sources that are appropriate to their interests and age levels, students are encouraged to take risks.

Experiencing Creative Works

Students learn a language most effectively and enjoyably when they experience and enjoy it through music, film, video, art, poetry, and other forms of creative expression such as storytelling by members of the cultural community. Students will be motivated to continue their language studies in Italian when they have frequent opportunities to view, listen to, eventually read, and respond to creative works in various ways. Students should be exposed to a wide range of creative works representative of the Italian-speaking world, beginning

with visual and aural works as students' language skills develop. Over time, students should be able to produce a variety of written, oral, and visual creative works based on Italian language resources.

Understanding Culture and Society

Students need opportunities to explore a variety of cultural experiences in order to appreciate the Canadian mosaic.

When students communicate with others in Italian and participate in cultural experiences, they gain insight into the role of culture. Through exploring the Italian language, its cultural context, and its world, students develop understanding of diverse perspectives and can better appreciate the role of other cultures, as well as their own.

INTEGRATION WITH OTHER CURRICULA

When Italian is seen as a practical means of communication, not just a narrow field of language study, many opportunities open up for integration with other curricula. The learning outcomes are deliberately open in nature to encourage teachers and students to make links to other areas of study, through activities such as job interviewing, mapping, graphing, music, or art. In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. (See Appendix D for examples of integrated units.) Integration in the elementary classroom is easier and may begin with daily routines and procedures constructed in Italian. In this way students will see Italian as a living language and not just another school subject.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only,

designed to provide guidance for generalist and specialist teachers planning instruction to meet the learning outcomes. The strategies may be teacher directed, student directed, or both.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and respond to local requirements.

SUGGESTED ASSESSMENT STRATEGIES

Teachers determine the best assessment methods for their students. The assessment strategies for this IRP describe a variety of ideas and methods for gathering evidence of student performance. Some strategies relate to particular activities, while others are general and could apply to any activity.

Assessment in Italian

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is encouraged and where errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to edit carefully for accuracy.

About Assessment in General

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance.

They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate to use.

Assessment focuses on the critical or significant aspects of the learning students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes. Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix C includes a more detailed discussion of assessment and evaluation.

About the Provincial Learning Assessment Program

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

Young people of varied backgrounds, interests, and abilities attend British Columbia schools. The Kindergarten to Grade 12 school system is committed to meeting the needs of all students. When selecting specific topics, activities, and resources to support Italian 5 to 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity, and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the instructional and assessment strategies in this IRP can be used with all students, including those with special and/or ESL needs. Some strategies may require adaptation to ensure that those with special and/or ESL needs can successfully achieve the prescribed learning outcomes.

Modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/.

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/.

Exemptions from the Language Policy

Ministry of Education policy states that all students must take a second language as a part of the required curriculum in grades 5 to 8. Students may be exempted from taking a second language. An exemption will apply to a student who is:

- identified as a student with special needs or is receiving English as a Second Language service, and
- is unable to demonstrate his or her learning in relation to the expected learning outcomes in a course of subject and grade for which and educational program guide has been prescribed by the minister.

ESL Students and Second-Language Study

Teachers of students for whom English is their second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instruction, incremental introduction of language-learning skills, frequent review, and use of graphic organizers and key visuals. Italian teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students.

Students with Special Needs and Second-Language Study

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because of its focus on the communicative-experiential approach. Adaptations to instructional strategies, activities, and evaluation methods may be required for some students. For example, students with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student’s cognitive, sensory, or physical disabilities.

When a student is exempted due to special needs, this must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Students who are experiencing difficulty establishing communication might concentrate on developing an alternative communication system such as Bliss symbols or voice-activated computer technology. Students with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the Italian-language-learning classroom.

- *Adapt the Environment*
 - Cluster students with particular gifts or needs.
 - Use community resources for extension and research.
 - Make use of preferential seating to enhance research.
 - Create a space with minimum distractions.
 - Change location of learning activity to optimize concentration.
 - Make use of co-operative grouping or pairing of learners.
- *Adapt Presentation or Instruction*
 - Provide extension activities for students with special gifts and talents.
 - Offer choices for self-directed learning.
 - Provide advance organizers of key information.
 - Demonstrate or model new concepts.
 - Adjust the pace of activities as required.
 - Change the wording of questions or instructions to match the student's level of understanding.
 - Provide functional, practical opportunities for students to practise skills.
- *Adapt Materials and Equipment*
 - Use techniques to make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
 - Use manipulatives and other support materials.
- Provide large-print charts or activity sheets.
- Use opaque overlays on text pages to reduce quantity of visible print.
- Highlight key points in written material.
- Provide software that has variable font size.
- Use adapted computer hardware and appropriate software.
- Provide alternative resources on the same concepts at an easier comprehension level.
- Provide or arrange for opportunities for independent study (e.g., CD-ROM).
- *Adapt Methods of Assistance*
 - Train and use peer tutors to assist students with special needs.
 - Arrange for teacher assistants to work with individuals or small groups.
 - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.
- *Adapt Methods of Assessment*
 - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
 - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).
 - Set short-term, achievable goals with frequent feedback.
 - Provide opportunities for students to assess their progress and set their own goals.

LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in Italian. The approach the curriculum advocated focuses on the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to enhance understanding of the culture. The kinds of learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach.

In order to help students achieve communication goals and carry out authentic tasks while learning Italian, learning resources should include authentic materials that reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could indicate newspapers; magazines; information about entertainment; business, employment, food, holidays and celebrations; and artworks and artifacts reflecting the culture of an Italian-speaking community. Community resource persons can enhance language acquisition and provide opportunities to communicate in the Italian speaking community.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes such as independent reading or research. Teachers are expected to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged.

Resources for Use in BC Schools

All learning resources used in schools in BC must be one of:

- *Provincially Recommended Materials*
Materials evaluated through the provincial evaluation process and approved through Minister's Orders are categorized as *recommended* materials. These resources are listed in the *Catalogue of Learning Resources*.
- *Locally Evaluated Materials*
Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

The resources listed in this IRP have been approved for use according to district policies.



CURRICULUM

Italian 5 to 12

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate information orally with brief and simple messages
- communicate likes and dislikes
- ask and respond to basic questions
- follow classroom instructions given in Italian

SUGGESTED INSTRUCTIONAL STRATEGIES

- Play Inside-Outside Circles. Have students form two circles, one inside the other. When the music begins, students walk in opposite directions. When the music stops, students quickly exchange as much information as possible using Italian, before the music starts again. (e.g. *Ciao, mi chiamo _____. Ho dieci anni.*)
- Ask students to choose a topic for a class survey (e.g., favourite food, actors, music). Begin with a class brainstorm of the vocabulary they need. Accept suggestions in English but record them in Italian. In pairs, students use a pre-framed structure to gather information. (e.g., *Qual è il tuo ____ preferito? Mi piace _____.*) At the end of the survey, students may graph their findings.
- Open each day with Calendar Time in Italian. Initially, ask students to respond to questions about the date, time, season, weather, temperature, and how they are feeling that day. Students may eventually take turns opening the day. Calendar time also provides an opportunity for presenting seasonal poems and rhymes as well as for celebrating birthdays.
- Invite students to use pre-framed models to interview one another in pairs to learn personal information. Ask students to then introduce their interviewees to the class, using the information in Italian, in a pre-framed outline such as:
*Buongiorno, mi chiamo _____. Come ti chiami?
Ho dieci anni. Quanti anni hai?
Questo è _____. Ha dieci anni. etc.*

SUGGESTED ASSESSMENT STRATEGIES

- When students are interviewing each other using pre-framed outlines, the following criteria could be used for peer or teacher assessment:
 - uses appropriate volume
 - speaks clearly
 - attempts Italian pronunciation
 - uses frames in a logical sequence
 - each student speaks more than once
- After students have been introduced to new vocabulary and structures, have them demonstrate their learning by drawing pictures in response to oral directions given in Italian (e.g. *Disegna due mele/una banana/un limone*). They can also sketch, use pictures, or create computer graphics to show their understanding of a brief oral story or paragraph.
- As they engage in communication activities, observe and note evidence that students:
 - listen actively to follow instructions
 - choose the appropriate expression from those they have practised
 - approximate Italian pronunciation
 - take risks to speak Italian
 - experiment with sounds and words
 - participate willingly in classroom activities in Italian
 - support and encourage others
- To encourage self-assessment, at the end of the class have students record in words, symbols, or sketches one or two ideas they want to remember. These may go in a separate section of their journals or notebooks. Provide a few minutes at the beginning of each class for students to review their lists and perhaps share them with partners. From time to time, ask students to review the lists and each highlight or recorded word, expression, or item that is particularly:
 - interesting
 - useful
 - surprising
 - difficult to remember
 - easy to say
 - fun to say
- Look for evidence that students are interested in and able to reflect on the language they are learning.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Everyday Situations in Italian
- Il mio italiano, 2
- Italian Grammar
- Italiano è bello!, 2
- L'italiano praticamente
- Parliamo insieme l'italiano, 2
- Practical Vocabulary Builder



Multimedia

- Sistema elle, 2
- Tra noi, 2
- Viva l'italiano, 1



CD-ROM

- Ellemme, 1
- Il dizionario della lingua italiana



Video

- Muzzy

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from age-appropriate resources in Italian to complete authentic tasks, and convey the information orally and visually

SUGGESTED INSTRUCTIONAL STRATEGIES

- Once students are familiar with daily calendar activities, have them listen to a weather forecast to determine what to wear the next day. Students could draw their clothing choices.
- Show an excerpt from a Grade 5-level Italian film on endangered species. Provide a list of animals, some of which appear in the film. Have students identify the animals in the film, highlighting those that are endangered. Students could then create posters about endangered animals.
- Review students' knowledge of menu organization and food vocabulary in Italian. Have students look at a menu and draw and label some of the foods offered. Then suggest that they produce and conduct a survey of class members' food preferences.
- From a selection of recipes in Italian, invite students to develop a menu for a class theme party. Students could prepare the dishes and hold a class celebration, exchanging simple recipes.
- Where possible, have students read resources such as community newspapers or TV guides to locate information on Italian TV programs. Ask them to each watch one Italian program and report to the class giving the day, time, and title of the program.
- Provide a selection of greeting cards for a chosen celebration common in Italian culture (e.g., birthdays, festivals, a new home). Have students identify some common expressions in Italian and use them to create cards for their classmates.

SUGGESTED ASSESSMENT STRATEGIES

- Use visual representations to assess students' ability to listen for information. For example:
 - After watching a video, students could create pictures or computer graphics to illustrate key points or answer a question posed by the teacher.
 - After looking at a menu, have the students draw the meal they would choose to order.
 Criteria should focus on the extent to which students:
 - accurately identify key information
 - include relevant details
 - use the information properly (for the assigned purpose)
 - persist when they have trouble finding or understanding the information they need
- To check on students' understanding of key information they have heard, viewed, or read, have them classify a list of items (e.g., objects, animals, places, movies, foods) into categories. Look for:
 - recognition of the words
 - use of classroom resources (e.g., catalogues, picture dictionaries, textbooks) for solving problems
 - use of strategies for discovering the meaning of unfamiliar words
- Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:
 - Did you find more or less information in Italian than you expected?
 - What parts were easy for you?
 - What kinds of problems did you have? How did you solve them?
 - What did you learn about working in Italian that you want to remember?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 2
- Il mio italiano, 2
- Italiano è bello!, 2
- L'Eco d'Italia
- L'italiano praticamente
- Parliamo insieme l'italiano, 2



Multimedia

- Sistema elle, 2
- Tra noi, 2
- Viva l'italiano, 1



CD-ROM

- Ellemme, 1
- Il dizionario della lingua italiana



Manipulatives

- Mercante in fiera
- Tombola



Video

- Muzzy

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view or listen to creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

- Throughout the year, students may enjoy songs selected for their easy lyrics, catchy melody, and appealing rhythm. The activity can incorporate rhythm instruments or movements which will increase enjoyment while at the same time integrate music and physical education. The teacher may choose to primarily employ melodic tunes and forms of English and French well known songs such as “Frère Jacques” or “Old MacDonald.” In this way, the students are able to make comparisons with other known languages while learning Italian.
- Challenge the class to invent new lyrics to a simple, familiar Italian song. For the theme, have students brainstorm things they like. (e.g., One result might be “Mi piace il cioccolato” to the tune of “Happy Birthday.”) Other ideas for songs could come from the current season or some other class theme. Invite individual students to use computer programs to create banners representing their interpretations of the title of an Italian song, story, video, or poem.
- Have students view a segment of a TV program for children and create paper bag puppets of the characters. Students could use the puppets later in class-created vignettes.
- Use pictures and key words from simple illustrated storybooks for pre-reading and prediction activities. As the various books are read (by the teacher, monitor, Italian-speaking student, or guest), students listen while following the illustrations and simple text. Once familiar with a story, students could create posters promoting the book, using visual information and some key Italian words.

SUGGESTED ASSESSMENT STRATEGIES

- Invite students in groups to present renditions of songs they have learned, adding effects such as expression, mime, division of voice, role play, intonations, and so on. Assessment criteria might include:
 - all group members participate
 - inflection suits the meaning
 - added special effects suit the song's theme
- Ask students to work in groups to illustrate a poem, nursery rhyme, song or story the class has learned. Have each student copy and illustrate a different line of the work onto a large sheet of paper. Compile the pages into a class anthology and add it to the class resource collection. Ask groups to assess and report on their participation and group communication skills. Assessment may also be conducted by conferencing briefly with individual students, noting their:
 - engagement in the task
 - interest in and enthusiasm for the original work
 - interest in their classmates' illustrations
 - ability to capture the meaning of the original work
- Encourage student to keep Creative Works lists that include records of the titles and creators of the works they have viewed, read, or listened to. Each entry should include a symbol representing the genre, a short comment giving an opinion of the work, and one important feature of the work. Review the lists from time to time for evidence that students are able to express personal views and notice key features.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Azzurro
- Beginner's Italian Reader
- Ciao Italia
- Echi del nostro mondo, 2
- Filastrocche in cielo e in terra
- Il mio italiano, 2
- Parliamo insieme l'italiano, 2
- Tra noi: Letture-Storie d'Italia



Multimedia

- Cantare l'italiano
- Sistema elle, 2
- Tra noi, 2
- Viva l'italiano, 1



CD-ROM

- Ellemme, 1



Video

- Muzzy

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of their own and their classmates' cultural backgrounds
- identify characteristics of Italian culture

SUGGESTED INSTRUCTIONAL STRATEGIES

- Assist students in developing an understanding of their cultural backgrounds, including the special foods they eat, special celebrations, and culturally significant objects relating to their heritages. Students might then organize displays to introduce their classmates to their cultures. Displays could include samples or demonstrations, personal objects, brief explanations of special traditions, photos, or geographical details.
- Provide a large map of the world and have students flag their families' regions of origin. They might add to the map their own names and the names of family members who originated from those locations.
- Create the atmosphere of an Italian café or restaurant in the classroom, then have students prepare and eat a typical meal (e.g., a beverage, main course, dessert).
- Have students create collages or murals that represent what they know and have learned about Italian culture. (Their collage of murals will be mostly visual but may include some well-known words from Italian.) They may add to their artwork over a period of time as they learn more about the culture.

SUGGESTED ASSESSMENT STRATEGIES

- When students present their displays, note the extent to which they:
 - include key features from their own background
 - attempt to engage their classmates' interest
 - respond to questions by elaborating or clarifying information
 - ask questions of other students to extend their understanding
 - listen attentively
 - support and encourage each other
- As students share their family heritage in class, have other class members complete simple response sheets with information such as the name of student, country of family origin, traditional food, and interesting fact(s). After the presentations are completed, ask students to review their records and identify five similarities and five differences between their own customs and those of other students. Look for evidence that students are interested in the cultural backgrounds of others and are able to accurately record information about them.
- Encourage self-assessment by asking students to keep up-to-date personal records or Fascinating Facts about Italian and its speakers, using symbols, drawings, and other graphics. Have students review their Fascinating Facts from time to time in response to prompts such as:
 - What are the two most surprising or unusual facts in your record?
 - When you look over the facts in your record, what questions about Italian culture come to mind? How could you find out the answer?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 2
- Forbici con fantasia
- Giochi e usanze di ogni paese
- Il mio italiano, 2
- Italiano è bello!, 2
- L'Eco d'Italia
- L'Italia racconta
- Parliamo insieme l'italiano, 2
- The Italian Way
- Tra noi: Letture-Storie d'Italia



Multimedia

- Sistema elle, 2
- Tra noi, 2
- Viva l'italiano, 1



CD-ROM

- Ellemme, 1



Manipulatives

- Mercante in fiera

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange information orally, with brief and simple messages
- share preferences and interests
- use pattern phrases to make simple requests for classroom objects
- participate in classroom routines conducted in Italian

SUGGESTED INSTRUCTIONAL STRATEGIES

- Using pre-framed models, have students use Italian to role-play situations in which they need to give personal information (e.g., being lost in a city, going through customs, registering for a sports team, entering a contest). Personal information may be real or invented. Sample Role-Play Frame:
 - *Come ti chiami?*
 - *Dove abiti?*
 - *Quanti anni hai?*
 - *Qual é il tuo numero telefonico?*
- Introduce students to the language and pronunciation of a series of survey questions, then invite them to conduct a scavenger hunt. Surveyers complete a form with statements in Italian such as:

<i>Trova qualcuno a cui...</i>	<i>Firma</i>
1. <i>piacciono le carote</i>	1.
2. <i>non piacciono le patatine fritte</i>	2.
3. <i>piace la pioggia</i>	3.
- Suggest that students take turns asking classmates questions in Italian such as: *Indovina cosa ho nello zaino?* Challenge the class to guess the objects (e.g., a pencil, a sandwich).
- To develop students' vocabulary and knowledge of useful phrases, have them play a Matching Card game. For example, form small groups, and have one person in each deal out a deck of paired theme-picture cards. In Italian, the dealer asks of another member: *Hai un/una _____, per piacere?* If there is a match, the dealer gets another turn. If not, the turn goes to the next person. The object is to match all the cards by finding pairs.
- Post charts displaying routine classroom instructions and associated expressions in Italian to remind students to integrate them throughout the day. Invite students to copy the charts.
- Provide opportunities for students to role-play familiar situations such as giving directions, shopping for school supplies, or preparing to leave for school in the morning.

SUGGESTED ASSESSMENT STRATEGIES

- As students interact, practise, and actively participate in oral activities, look for evidence that they are increasing their:
 - confidence in using Italian words and structures
 - understanding of the words used for regular classroom activities
 - knowledge of Italian words and expressions
 - repertoire of useful structures and strategies
 - abilities to reproduce or approximate Italian pronunciation
- To assess students' abilities to exchange information, have them work in pairs to plan weekend activities they could do together. Partners might engage dialogue in Italian such as:
 - Student 1: *Ti piace ballare?*
 - Student 2: *No, non mi piace ballare. Ti piace andare al cinema?*
 - Student 1: *Sì, mi piace.*

After their discussion, ask students to report (in one or two sentences or phrases) their plans to the class. Look for evidence that they are able to:

 - use the structures and vocabulary they have practised
 - reproduce or approximate the pronunciation of the more familiar words they use
 - use appropriate intonation or emphasis
 - say the phrases they have practised smoothly, pausing after the phrases or groups of words
- To assess students' abilities to make simple requests in Italian, set up a model store in the classroom and have students role-play purchasing school supplies. Students can participate in groups, playing shoppers or store clerks. To encourage self-assessment, have students keep individual records of:
 - the number of times they make requests
 - whether they receive the items asked for
 - the number of times they recognize and fulfil requests from other students

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Everyday Situations in Italian
- Il mio italiano, 2
- Italian Grammer
- Italiano è bello!, 3
- L'italiano praticamente
- Parliamo insieme l'italiano, 3
- Practical Vocabulary Builder



Multimedia

- Sistema elle, 2
- Tra noi, 2
- Viva l'italiano, 1



CD-ROM

- Ellemme, 1
- Il dizionario della lingua italiana



Video

- Muzzy

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from age-appropriate Italian resources to complete authentic tasks, and convey the information orally and visually

SUGGESTED INSTRUCTIONAL STRATEGIES

- Invite a guest (or student) who is fluent in Italian to demonstrate assembling a pizza or a typical Italian dish. Distribute task sheets on which the steps are written in incorrect order. Students number the steps in the correct order and match pictures of the ingredients to their names in Italian. Each student then makes a pizza collage with paper ingredients and presents it to the class with a commentary. The student can also be asked to draw, in sequence, the steps needed to prepare the dish.
- Provide students with tourist brochures in Italian about a particular region. On task sheets divided into times of day (*mattino, mezzogiorno, pomeriggio, sera*), students choose appropriate activities for family outings and record them using key words and symbols.
- Ask students to create labelled visual displays using a selection of age-appropriate articles, magazines, and reference materials.
- Have students watch several TV commercials in Italian and note information about the products, where they can be purchased, and why viewers should buy them. For each commercial, students should note any words or expressions that helped them gain information. In groups, students then pool their findings and prepare collages describing products of their choice.

SUGGESTED ASSESSMENT STRATEGIES

- As students work with resources in Italian, note the extent to which they:
 - approach tasks with confidence
 - make logical predictions
 - use strategies such as previewing, looking for cognates, using text features and context clues, and looking for patterns
 - focus on key information
 - tolerate ambiguity, persevering with tasks even when they do not understand all the material
 - are able to explain the clues and strategies they used

Students could make charts showing strategies they can use to guide and monitor the way they work.

- When students collect information from Italian materials and represent it visually by creating displays or collages or by classifying information, look for evidence of the extent to which they are able to:
 - identify key topics
 - recognize the purpose or point of view (where appropriate)
 - include relevant and accurate details
- Prompt students to reflect on and assess the strategies they are developing by posing questions such as:
 - What strategies or approaches did you find useful that you also use to get information from materials in English or other languages?
 - What did you have to do differently when you used Italian resources?
 - What words, phrases, or patterns did you discover that you want to remember? (Students could record these in their journals or word banks.)

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 2
- Il mio italiano, 2
- Italian Grammer
- Italiano è bello!, 3
- L'Eco d'Italia
- L'italiano praticamente
- Parliamo insieme l'italiano, 3



Multimedia

- Sistema elle, 2
- Tra noi, 2
- Viva l'italiano, 1



CD-ROM

- Ellemme, 1
- Il dizionario della lingua italiana



Manipulatives

- Mercante in fiera
- Tombola



Video

- Muzzy

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and to some extent, read creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

- Provide opportunities for students to view an animated video or a simple picture book, then respond by creating publicity posters, miming favourite scenes for other students to guess, or using art media to reproduce or expand scenes.
- Invite students to view visual works such as paintings (from a library or reference books), photos of daily life in areas where Italian is spoken, slides, or posters of landmarks. Have them brainstorm ideas for representational symbols and provide key words, then create mobiles, collages, or dioramas using the symbols and key words to represent the ideas or images in the visual work.
- While students examine the lyrics of a contemporary song, ask them to find familiar words to predict its possible content or theme. Point out key words to assist understanding of general meaning. Students in groups could create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync with it.
- Over the course of the year, introduce students to a variety of simple poems, nonsense rhymes, or tongue twisters in Italian. As students become familiar with these works, they can be used as prompts for various activities or used simply to explore the language.

SUGGESTED ASSESSMENT STRATEGIES

- After students have viewed visual works, work with them to develop criteria for their representations of symbols of Italian culture (e.g., in mobiles, collages, dioramas). Encourage students to consider how well they:
 - participated in the class and group process
 - recognized key themes
 - conveyed meaning in visually effective ways
- After students have listened to or viewed a simple story, ask them each to select an event, image, or character to represent in a visual medium (e.g., drawing, collage, computer graphic). Have them present their illustrations and respond to questions from classmates. Look for:
 - interest and engagement in the task
 - personal connections to the image selected
 - attention to the theme and mood of the story
 - attempts to engage others in the selected scenes, characters, or ideas
- Encourage students to maintain records noting creative works presented throughout the year, describing the interpretation or response activities involved, and adding brief personal comments. From time to time, have them review their logs and reflect on their experiences by responding to questions such as:
 - Which of the works stand out in you mind? Why?
 - Which three works were particularly interesting or enjoyable for you? How were they alike? How were they different?
 - What is one thing you have noticed about creative works in Italian?

Look for evidence that students are open to a variety of experiences, willing to offer personal responses, and beginning to make generalizations about their responses.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 3
- Filastrocche in cielo e in terra
- Il mio italiano, 2
- Parliamo insieme l'italiano, 3
- Tra noi: Letture-Storie d'Italia



Multimedia

- Cantare l'italiano
- Sistema elle, 2
- Tra noi, 2
- Viva l'italiano, 1



CD-ROM

- Ellemme, 1



Video

- Muzzy

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify similarities and differences of opinion among class members despite differing or similar cultural backgrounds
- identify characteristics of Italian culture that are different from or similar to their own

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students brainstorm a list of special events celebrated by their families (e.g., Festival of Light, powwows, birthdays). Ask each student to choose an important family event and create a poster using symbols or drawings and some Italian terms. Students present their celebrations to the class, using their posters as prompts, and the class completes a Celebrations of Our Class table. Headings in Italian might include: *Nome, Festa, Data, Note Speciali*.
- Suggest that students survey the class, using simple vocabulary in Italian, to find out the range of preferences regarding everyday activities (e.g., sports, restaurants, music). Post the results.
- Invite students to experience the excitement of a city in which Italian is spoken by “touring” its attractions via a slide show or video. Ask them to record (in English) interesting cultural observations to later pool and explore during a class discussion.
- Have students work in groups and use Italian to discuss and explore ways in which Canadians experience winter, considering winter celebrations, special clothing, winter cuisine, and outdoor and indoor activities. Students could then explore similarities and differences in the ways in which Italians experience winter. This activity could culminate in a classroom Winter Festival in which many aspects of winter are experienced or simulated.

SUGGESTED ASSESSMENT STRATEGIES

- After showing the slide show or video of a city in which Italian is spoken, ask students to write postcards (in English) for friends or family members describing favourite landmarks or sites and making some cultural observations about their visit to the city. Look for evidence that students:
 - observe and convey details of the landmarks or sites
 - show engagement by including specific details and information
 - make relevant and accurate cultural observations
- As students discuss cultural events and customs, note evidence of their interest and understanding, such as:
 - asking questions of one other
 - volunteering information about their own families and communities
 - speculating about reasons for particular customs or behaviours
 - offering to find the answers to questions
 - volunteering information they have discovered about other cultures
- After an activity such as a Winter Festival, have students reflect on what they have discovered by creating visual representations (e.g., sketches, collages, computer graphics) with captions. Look for evidence that they are interested in and aware of some aspects of Italian culture. Provide opportunities for students to share and talk about their representations with partners.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 3
- Forbici con fantasia
- Giochi e usanze di ogni paese
- Il mio italiano, 2
- Italiano è bello!, 3
- L'Eco d'Italia
- Parliamo insieme l'italiano, 3
- The Italian Way
- Tra noi: Letture-Storie d'Italia



Multimedia

- Sistema elle, 2
- Tra noi, 2
- Viva l'italiano, 1



CD-ROM

- Ellemme, 1



Manipulatives

- Mercante in fiera

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- share information about personal life
- ask for simple information including date, time, and weather
- participate in classroom activities using simple speech in Italian

SUGGESTED INSTRUCTIONAL STRATEGIES

- Ask student to brainstorm the names of popular fast-food restaurants in the area. Help them develop the vocabulary for the types of food served in each restaurant. Students then work in groups, using drawings, maps, visual aids, and vocabulary, to create fast-food guides for their area. The guides could be used to role-play deciding where to go for dinner.
- Have students in pairs interview one another to find out their partners' three favourite TV shows, at what times they are shown, and on which channels. Alternatively, students could discuss other scheduled activities such as sports practice or music lessons.
- Encourage students to keep ongoing records of useful phrases and survival expressions in Italian, such as:
 - *Ripeti per favore.*
 - *Non capisco.*
 - *Vuoi lavorare con me?*
 - *Il capogruppo é _____.*

Invite students to create posters displaying these expressions, to be posted around the classroom.
- In Italian, tell the class which day of the week is your favourite and explain why. On chart paper or on the board, write the name of this day and every hour or half-hour in it. In simple language, describe a typical schedule for that day, then ask students to consider which days of the week are their favourites and why. Have them work individually or in groups to prepare similar presentations and graphics.
- Provide opportunities for students to use expressions in Italian related to playing card and board games, such as:
 - *Tocca a te.*
 - *Che carte hai?*
 - *Questa volta inizia tu.*
 - *Mescola.*

SUGGESTED ASSESSMENT STRATEGIES

- When students are practising interactions that involve new structures and vocabulary, work with them to develop criteria or feedback sheets they can use to help one other. For example, students in pairs might be responsible for observing and offering advice to another pair about such features as:
 - whether the vocabulary and structures are appropriate
 - pronunciation
 - volume and intonation
 - fluency (or smoothness) of delivery
 - completeness of information
 - ways of making their interactions more interesting
- When students present information orally, notice the extent to which they:
 - convey understandable messages
 - use visual aids or body language to help make the meaning clear
 - employ a range of vocabulary and structures
 - understand simple questions about their topics
 - attempt to answer questions
- Observe and record students' abilities to report on group activities and decisions. For example:
 - after a group has made a co-operative decision, have group members describe the choice and explain why they made it
 - after a class survey, have students describe the overall results and give their own opinions
- Encourage students to reflect on their communication by having them create symbols or computer graphics they can use to rate their learning during various activities. For example, they might choose or design three or four different symbols to indicate:
 - how much they enjoyed an activity
 - how much they learned
 - how effectively they performed

Students may be interested in discovering words or expressions in Italian to label each of the symbols (e.g., 1=*ottimo*, 2=*buono*, 3=*discreto*).

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Everyday Situations in Italian
- Il mio italiano, 3
- Italian Grammer
- Italiano è bello!, 4
- L'italiano praticamente
- Parliamo insieme l'italiano, 4
- Practical Vocabulary Builder



Multimedia

- Sistema elle, 3
- Tra noi, 3
- Viva l'italiano, 2



CD-ROM

- Dentro l'italiano
- Ellemme, 2
- Il dizionario della lingua italiana
- Italiano interattivo

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from age-appropriate resources in Italian to complete authentic tasks, and convey the information orally and visually

SUGGESTED INSTRUCTIONAL STRATEGIES

- Invite a guest who is fluent in Italian to give the class a short presentation. For example, a firefighter might discuss fire safety. Have students then prepare a poster campaign for the school based on the presentation (e.g., to raise fire-safety awareness). Posters could display three important rules learned from the presentation.
- Obtain recorded telephone messages from community sources, (e.g., businesses, agencies, individuals) that use Italian. Ask students to listen to the recordings to find out information such as the business hours of participating shops or agencies.
- Have students each select an article from an Italian newspaper and/or magazine and identify three interesting facts to report to the class. Suggest that students present the information visually with some key words in Italian.

SUGGESTED ASSESSMENT STRATEGIES

- When students represent or report on information they have acquired, note the extent to which they are able to:
 - identify and recount key ideas or impressions
 - include relevant and accurate detail
 - reproduce some Italian words and patterns in understandable forms
 - organize and sequence their information appropriately (e.g., when giving instructions)
- Provide or develop with students a list of criteria to be used for self- and teacher assessment when students are working with Italian resources. For example:
 - recognizes familiar Italian words in new contexts
 - use cognates when appropriate to help acquire meaning
 - uses a thematic or bilingual dictionary appropriately (e.g., to confirm and locate the meanings of selected key words)
 - uses non-verbal clues (e.g., context, gesture, intonation, graphics, pictures) to support meaning
 - uses knowledge of common patterns to make predictions and inferences
- When students are working on assigned tasks, note the extent to which they:
 - approach the tasks with confidence
 - persevere, trying different approaches or strategies when having difficulty
 - tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 4
- Il mio italiano, 3
- Italian Grammar
- Italiano è bello!, 4
- L'Eco d'Italia
- L'italiano praticamente
- Parliamo insieme l'italiano, 4



Multimedia

- Sistema elle, 3
- Tra noi, 3
- Viva l'italiano, 2



CD-ROM

- Dentro l'italiano, 1
- Ellemme, 2
- Il dizionario della lingua italiana
- Italiano interattivo



Manipulatives

- Mercante in fiera
- Tombola

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students watch a TV show in Italian and record in viewing logs information about the commercials shown during the program (e.g., *titolo del programma, orario, prodotti pubblicizzati*). Invite the class to pool expressions gathered from the commercials to provide vocabulary for role plays of their own commercials. They might also conduct a class survey, noting preferences in commercials and the frequency with which they are shown during programs.
- Play songs in Italian. As students listen and follow lyrics sheets, ask them to note repeated phrases, words, or rhythms. Have students in groups practise lip-sync routines and present them to the class.
- Invite students in groups to look at excerpts from Italian comic books and identify phrases or expressions useful for creating their own short (six- to eight-frame) comic strips, modelled on those they have read.
- Students can listen to songs in Italian and participate in the “Composer Game” working, for instance, on *Musica é....* Students can also imagine, write and role-play an interview with a favourite recording artist and perform choral or individual readings of his/her songs. Groups can also create their own songs and present them to the class in various ways such as enacting the lyrics, dance routines, and tape recordings.

SUGGESTED ASSESSMENT STRATEGIES

- After students have viewed a number of Italian TV commercials, have them work in groups to create their own commercials for products (real or imagined). Ask groups to respond to one another's presentations by writing brief comments or making sketches or cartoons. As the students prepare and present their commercials and respond to those from other groups, look for evidence that they are:
 - noticing and modelling key features of the commercials they view
 - conveying the messages of their own commercials with enthusiasm
 - making connections between what they see and their own experiences
 - providing positive feedback and response to their peers
- As students listen to and lip-sync songs, look for evidence that they are:
 - responding to the meaning as well as to the sounds and rhythms
 - making connections with other music they have heard
 - open and willing to engage in new experiences
- As students work in groups to create comic strips modelled on those they have read, look for evidence that they are willing to explore the comic-strip form as a way of creating meaning in Italian. Focus assessment on meaning and response.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 4
- Filastrocche in cielo e in terra
- Forbici con fantasia
- Il mio italiano, 3
- Io mi ricordo quieto patato...
- Musica é.../Music is...
- Parliamo insieme l'italiano, 4
- Tra noi: Letture-Storie d'Italia



Multimedia

- Cantare l'italiano
- Sistema elle, 3
- Tra noi, 3
- Viva l'italiano, 2



CD-ROM

- Dentro l'italiano
- Ellemme, 2

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and share their own family customs and routines
- identify elements of Italian culture present in British Columbia and Canada

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students create images (e.g., family crests) symbolizing their families' origins, customs, celebrations, or rules, along with mottoes representing their families. The images could include symbols for the following items written in Italian:
 - *le origini della mia famiglia*
 - *una regola della casa*
 - *qualche cosa di speciale della mia famiglia*
 - *un'attività che facciamo insieme*
 - *una festa tradizionale*
 - *un detto familiare*
- Ask students to brainstorm in Italian vocabulary associated with family rules (e.g., *Io posso/non posso...uscire la sera...andare al cinema da solo/a*). Have them work with partners to write three rules that apply to them, then circulate to find three people with similar rules and three with different rules. Ask them to conduct their conversations in Italian. Survey the class and chart results.
- Invite the class or school to organize a simulation of a major celebration in Italian culture (e.g., *Il Carnevale, La Befana*).
- Suggest that students work in groups to collect information about businesses or organizations owned or run by members of the Italian community. Groups could use the Yellow Pages and classified advertisements in community newspapers as sources. Students can create class displays based on the information they have learned about the Italian presence in their community.

SUGGESTED ASSESSMENT STRATEGIES

- As students participate in activities and discussions about culture, observe and note the extent to which they:
 - show interest in cultures other than their own
 - are willing to share information about their cultures and family customs
 - are aware of the Italian population and other ethnic groups in their community
 - recognize words, names, and derivatives from Italian (e.g., place names, sports and entertainment figures)
- After students have participated in and charted the results of a class survey on family rules, have them reflect on the results by responding to prompts in Italian, such as:
 - *Qualcosa che mi ha sorpreso dei risultati è stato _____.*
 - *Qualcosa che era prevedibile è stato _____.*
 - *Una regola familiare che condivido con almeno 5 altri membri è _____.*
 - *Una regola che considero importante è _____. La considero tale perchè _____.*
 - *Le regole in famiglia sono necessarie perchè _____.*
- Invite students to create a class display about the Italian cultural presence in the community and then write paragraphs about what they learned. Look for evidence that they:
 - express interest in the culture
 - notice key aspects of culture in their community
 - make appropriate generalizations about the information presented

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 4
- Forbici con fantasia
- Giochi e usanze di ogni paese
- Il mio italiano, 3
- Italiano è bello!, 4
- L'Eco d'Italia
- Parliamo insieme l'italiano, 4
- The Italian Way
- Tra noi: Letture-Storie d'Italia



Multimedia

- Sistema elle, 3
- Tra noi, 3
- Viva l'italiano, 2



CD-ROM

- Dentro l'italiano, 1
- Ellemme, 2
- Italiano interattivo



Manipulatives

- Mercante in fiera

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- participate in short conversations
- share information about activities and interests
- ask for information and permission
- participate in familiar activities (real or simulated) using simple Italian

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students in pairs role-play making plans for the weekend with a friend. They should include activities that partners like to do, referring to places, times, and people, and including any new expressions or ideas used in class.
- Provide students with a frame for a letter they can adapt by adding personal information. Suggest that in their letter they use questions they've practised to ask their respondents for similar information. Have students carefully check their written work and consult with partners and the teacher before sending their letters to an exchange class.
- Ask students to prepare and rehearse questions for a class survey related to themes such as "family," "school," and "preferences." Students circulate through the class, asking questions to fill out a questionnaire. Results could be graphed for comparison with other classes learning Italian, included in a class or school newspaper, or exchanged with a pen-pal class.
- Have students plan holiday weekends in a city in which Italian is spoken, then practise and role-play visits to a travel agent to ask for information, explaining, their budgets and what they would like to see and do. Students should adjust their conversations to focus on familiar and practised expressions and vocabulary, and use prompt notes for assistance if necessary.
- Suggest that students work in groups to prepare, rehearse, and perform role plays in which an exchange student from Italy arrives in the class or a student's home. Students should ask familiar questions, share school or family information, and use props or prompt cards to aid recall and maintain communication.

SUGGESTED ASSESSMENT STRATEGIES

- Assess students' pen-pal letters before they are mailed, recording observations on removable notes or separate sheets. Criteria might include:
 - contains complete sentences that convey personal information
 - uses questions practised in class
 - shows evidence of self-correction
 - errors do not interfere seriously with the message
- When students are preparing and completing their class surveys, include opportunities for both self- and teacher assessment. Challenge students to speak only Italian while circulating and to keep track of how many times they resort to their own language. Have students record each interaction in their notebooks or journals, along with brief comments (a few words or a phrase) describing how they managed. Use a class list to record observations of students' oral interactions.
- When students practise and present role plays (e.g., welcoming a newcomer from Italy to their school or homes), provide them with criteria they can use for self- and peer assessment. Criteria might include:
 - uses a variety of questions
 - exchanges pertinent information
 - is comprehensible
 - uses effective strategies for repairing and supporting communication (e.g., repeats more slowly, uses gestures and intonation, attempts to self-correct)
 - follows a plan or outline (which may be collected as part of the assignment)
- When assessing individual or group presentations, focus on the communication of the messages. Before students prepare presentations, provide them with a few key criteria such as:
 - message is understandable
 - message is appropriate and relevant for the task
 - uses common patterns and vocabulary practised in class
 - takes risks to include interesting information or language

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Ciao Italia
- Everyday Situations in Italian
- Il mio italiano, 3
- Italian Crossword Puzzles
- Italian Grammar
- Italiano è bello!, 5
- L'italiano praticamente
- Parliamo insieme l'italiano, 5
- Pensiamoci.../The Teenage Years: Values and Issues
- Practical Vocabulary Builder
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Sistema elle, 3
- Tra noi, 3
- Viva l'italiano, 2



CD-ROM

- Dentro l'italiano
- Ellemme, 2
- Il dizionario della lingua italiana
- Italiano interattivo

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract and, to some extent, process specific information from age-appropriate resources in Italian to complete authentic tasks, and convey the information orally, visually, and using some writing

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have each student use a variety of sources (e.g., advertisements in Italian community newspapers or the Yellow Pages, magazines, and newspapers, the Internet) and plan a reasonably priced activity with a friend. Ask students to focus on leisure activities, including restaurants, movies, tourist attractions, and free sights or events in particular Italian cities. Students then design half-page newspaper advertisements to promote their chosen activities in those cities. The promotions might be presented orally and visually to the class.
- Show students a video about an Italian city and ask them to note key information about monuments or attractions. Using this information, students role-play tour guides and tourists or prepare entries for brochures describing the city.
- Invite students to listen to or view programs giving sports highlights in Italian and identify key information such as scores, star players, and league standings.

SUGGESTED ASSESSMENT STRATEGIES

- Observe and note evidence of the following qualities as students work with age-appropriate resources in Italian:
 - confidence - approaches tasks with a positive attitude
 - resourcefulness - tries a variety of approaches, skills, and strategies to solve problems
 - perseverance - does not become frustrated; continues in the face of difficulty
 - risk taking - is willing to attempt new and unfamiliar tasks or approaches
 - commitment - takes pride in completing assigned or self-selected work
 - self-monitoring - checks on own progress and makes adjustments as needed
- To assess students' activities in planning leisure activities in Italian cities, use criteria such as:
 - offers complete, detailed information
 - uses information that is accurate and appropriate
 - attempts to appeal to an audience
 - incorporates useful vocabulary and expressions
 - models aspects of Italian from newspaper advertising or brochures
- Have students keep notebooks or portfolios in which they set personal goals for acquiring or extending specific language skills. Have them chart their progress regularly, making comparisons to previous performance and to their goals. In their notebooks, students should also document new language expressions (organized into themes, categories, contexts, and so on) and effective strategies they have used.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Ciao Italia
- Echi del nostro mondo, 5
- Il mio italiano, 3
- Italian Grammer
- Italiano è bello!, 5
- L'Eco d'Italia
- L'italiano praticamente
- Parliamo insieme l'italiano, 5
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Sistema elle, 3
- Tra noi, 3
- Viva l'italiano, 2



CD-ROM

- Dentro l'italiano, 1
- Ellemme, 2
- Il dizionario della lingua italiana
- Italia
- Italiano interattivo



Manipulatives

- Mercante in fiera
- Tombola

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

- After students have listened to an Italian song or viewed a video, challenge them to create CD covers or video cases to promote it.
- Play the soundtrack only from a short Italian video clip. Ask students in groups to listen for words they recognize, try to identify characters presented, and infer the action. After groups pool their findings, replay the clip so that students can see the actions, confirm predictions, and clarify meaning.
- Have students examine a variety of cartoons or comic strips from Italian resources. Students might each select a familiar situation and create a five- to eight-frame cartoon, using several noted expressions.
- Invite students to examine magazine fashion displays and create collages with captions to depict ways that people in Italian-speaking areas dress for a various kinds of activities. They could also present a show of clothing for various events and occasions and include a commentary.
- Ask students to listen to a song, following the lyrics and highlighting familiar words. Students then work together to try to predict the meaning, and respond to the song by writing and illustrating their favourite lines or verses.

SUGGESTED ASSESSMENT STRATEGIES

- To assess personal responses to creative works, ask students to create posters, collages, or magazine covers that each represent three to five well-known Italian celebrities (e.g., musicians, politicians, artists). Have them include captions for each that reflect their personal responses to each celebrity. Look for evidence that students are:
 - open and willing to engage in the task
 - committed to their work
 - able to formulate personal responses using Italian
 - willing to take risks in their choices of celebrities or in their responses
- When students work in groups to create CD covers or cartoons, and ask each group to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on qualities such as participation, openness to new or different ideas, creativity, or attention to detail. They could keep these assessments in journals, portfolios, or learning logs.
- Have students keep sections in their notebooks or journals for responding to creative works. They might keep logs in which they record and comment, in Italian, on their experiences with creative works. Alternatively, they might write summary reviews or reflections looking back over the works they have encountered during a term or semester and identify those that have had the greatest impact on them or most closely reflect experiences they have had in English or other languages. They may also want to describe ways in which their responses or ideas have changed.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Azzurro
- Beginner's Italian Reader
- Benvenuti in Italia/Welcome to Italy
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Echi del nostro mondo, 5
- Filastrocche in cielo e in terra
- Forbici con fantasia
- Il mio italiano, 3
- Io mi ricordo quieto patato...
- Le donne, i cavallier, l'arme, gli amori/ Maidens, Knights, Power, Love
- Musica é.../Music is...
- Parliamo insieme l'italiano, 5
- Tra noi: Letture-Storie d'Italia



Multimedia

- Cantare l'italiano
- Sistema elle, 3
- Tra noi, 3
- Viva l'italiano, 2



CD-ROM

- Dentro l'italiano, 1
- Ellemme, 2
- Italia

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and share their school and community traditions
- identify elements of Italian culture in the world

SUGGESTED INSTRUCTIONAL STRATEGIES

- As a class, brainstorm a list of school traditions (e.g., dances, fine arts productions, special days, graduations ceremonies, rules, sports tournaments). Ask students to compare these to their parents' school traditions by formulating key questions about three of the traditions, interviewing their parents, and reporting their findings to the class.
- Invite students to bring to class objects representative of their elementary school years (e.g., Sports Day ribbons, art projects, photos). Have them, in small groups, explain why each object was important. Encourage students to share some information about their objects in Italian.
- Ask students in small groups to research culinary specialties associated with the various regions of Italy. Each student could then prepare a one-page report and present it to the class with an item for inclusion in a class recipe book.
- Present a video sequence illustrating aspects of life in an Italian region (e.g., social interaction, housing, shops, school, work). Ask students to identify three or four aspects that strike them as interesting. Suggest that they compare how these situations might be reflected in their own community.
- Have students plan itineraries for trips that would allow them to use Italian. Ask them to use visual aids and some vocabulary from Italian, when possible, to present and display their plans.

SUGGESTED ASSESSMENT STRATEGIES

- Ask students to use Venn diagrams as graphic organizers to compare their own school traditions with those of their parents. Have students each list two conclusions or key observations. Look for evidence that they are aware of the role of traditions and customs in their lives and are able to identify similarities and differences between these customs and those of their parents.
- As students present reports on the culinary specialties of an Italian region, ask each student in the class to record information on a map, using icons to represent the various specialties. Assess the map in terms of:
 - completeness and accuracy of information
 - clarity of representation
- After students have watched a video (fiction or documentary) or read a story set in Italy, they could write postcards home, in role, telling what is happening and how they are responding. Look for evidence that students:
 - are engaged in the story (e.g., able to project into characters or events)
 - notice cultural elements
 - are interested in and curious about cultural differences

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Azzurro
- Beginner's Italian Reader
- Benvenuti in Italia/Welcome to Italy
- Canada's Mirror - Italia allo specchio
- C'era una volta...il medioevo/Once Upon a Time in the Middle Ages
- Ciao Italia
- Echi del nostro mondo, 5
- Forbici con fantasia
- Giochi e usanze di ogni paese
- Il mio italiano, 3
- Italiano è bello!, 5
- L'Eco d'Italia
- Le donne, i cavallier, l'arme, gli amori/Maidens, Knights, Power, Love
- Parliamo insieme l'italiano, 5
- Pensiamoci.../The Teenage Years: Values and Issues
- The Italian Way
- Tra noi: Letture-Storie d'Italia



Multimedia

- Sistema elle, 3
- Tra noi, 3
- Viva l'italiano, 2



CD-ROM

- Dentro l'italiano
- Ellemme, 2
- Italia
- Italiano interattivo



Manipulatives

- Carte napoletane
- Mercante in fiera

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- share opinions and preferences, giving reasons
- describe and exchange information related to activities, people, and things
- participate, in Italian, in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

- Provide opportunities for the class to explore various examples of popular music and learn to describe music in terms of genre, artist, and qualities of the music. Ask students in groups of three to discuss and record one another's musical preferences, giving reasons for their choices in Italian. Groups then report this information to the whole class to create a class profile of musical preferences.
- Have students interact with each other to find out their preferences for movies, TV shows, sports, books, and clothing.
- Invite students in small groups, to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with partners in which they plan activities together, exchanging opinions and giving reasons.
- Suggest that each student interview a partner to find out about that person's family; friends; favourite activities, food, music, class; most prized possession; and personal qualities. Ask students to use this information, to create bio sheets about their partners, then make oral presentations in which they describe their partners to the class. The bio sheets are visual representations of what students have learned about their partner.
- Ask students in small groups to prepare menus for a real or imaginary Multicultural Food Fair. At the fair, invite students to circulate from centre to centre, ordering a variety of dishes and inquiring about prices and quality.

SUGGESTED ASSESSMENT STRATEGIES

- As students interact with one another to find out information (e.g., musical preferences, birthdays), use a class list to note the extent to which they:
 - use Italian to gain or offer the necessary information
 - sustain their interactions in Italian beyond the first question or response
 - interact with some fluency and spontaneity
 - listen actively, focussing on key information
 - tolerate ambiguity when unable to understand
 - use Italian to clarify meaning
 - work toward appropriate intonation and pronunciation
- When students make presentations they have practised, criteria may focus more on fluency and accuracy than when they are involved in spontaneous activities. For prepared presentations, criteria might include:
 - presentation is fluent
 - pronunciation and intonation are appropriate and support communication
 - message is comprehensible
 - information is complete
 - information is appropriate and relevant
- To assess short written assignments, look for evidence that students are:
 - conveying appropriate, complete information
 - using and adapting structures they have learned
 - using correct spelling for familiar vocabulary
 - choose appropriate words and expressions
 - solving problems they encounter by using classroom and other resources
- Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, start each class by having students note daily goals for:
 - number of times they speak
 - number of people they speak to
 - two or three key words or structures they will practise and use at least five times

At the end of each class, students could review their goals and record the extent of their success. Collect, review, and comment on these goals and records from time to time.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Discovering Italian, 1
- Everyday Situations in Italian
- Italian Crossword Puzzles
- Italian Grammar
- L'italiano praticamente
- L'italiano vero
- L'italiano vivo
- Pensiamoci.../The Teenage Years: Values and Issues
- Practical Vocabulary Builder
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Dire, Fare, Capire
- Everyday Situations in Italian
- Italianissimo, 1
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 2
- Il dizionario della lingua italiana

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract and process information from age-appropriate resources in Italian to complete authentic tasks, and convey the information through oral and written language, using visual support

SUGGESTED INSTRUCTIONAL STRATEGIES

- Ask students to review a variety of menus in Italian from fast-food to fine dining restaurants, then roleplay ordering meals. Conduct a class survey of preferences and eating habits, or have students compare the various menus with recommendations in *Canada's Food Guide to Healthy Eating*.
- After students have examined several examples of classified advertisements, suggest that they create a classified section for the classroom bulletin board. Each student could both create and respond to an advertisement. When responding, students should inquire about the objects for sale, and when and where they may be viewed. This same activity can be done with other forms of advertisement such as posters, TV commercials, radio commercials, flyers, etc.
- Have students telephone an Italian business or organization in the community to find out its hours of business.
- Invite students to read several letters in youth magazines, noting the topics discussed, opinions given, and expressions used. Then ask students to write their own letters, either to the magazines or pen pals, or via the Internet.
- Provide Italian resources such as train or bus schedules. Have students plan journeys, then write notes that give travel details to friends who will meet them at their destination.
- Have students each choose an article from a magazine in Italian and generate four questions about the most interesting facts. Then ask them to exchange their articles with partners and answer one another's questions.

SUGGESTED ASSESSMENT STRATEGIES

- After students have explored a variety of restaurant menus in Italian and practised ordering a meal, form groups of three to role-play restaurant scenes where one student is the waiter and the other two are customers ordering three items each from the provided menus. Look for evidence that students are able to:
 - identify menu items they want
 - order appropriate items comprehensibly
 - clarify information such as prices
- Ask students to write classified advertisements in Italian, offering real or imagined objects for sale. Have other students respond in telephone role plays. Criteria for assessment might include:
 - uses appropriate format and vocabulary
 - writes clearly in Italian, using simple language and structures
 - refers to information in the ads
 - interacts in Italian to complete the task
- Invite students to read a series of brief Italian articles on the environment and then create publicity posters summarizing the information collected. When assessing students' posters, look for evidence that the information is:
 - accurate and complete
 - written in understandable Italian
 - displayed in logical ways that enhance meaning
- Have students watch a current Italian television program for one week, then complete viewing logs summarizing:
 - main characters (age, brief descriptions)
 - setting
 - conflict or action in the episode
 - conclusion of the week's action
 Look for evidence that the information is accurate, complete, relevant, and written in understandable Italian.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Discovering Italian, 1
- Italian Grammar
- L'Eco d'Italia
- L'italiano praticamente
- L'italiano vero
- L'italiano vivo
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Dire, Fare, Capire
- Italianissimo, 1
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 2
- Il dizionario della lingua italiana
- Italia



Manipulatives

- Mercante in fiera
- Tombola

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students work with a partner or in small groups, to choose songs from an Italian CD or cassette and present them to the class, describing for each song:

- *l'artista*
- *il testo*
- *lo stile musicale*
- *raggioni della scelta*

During the presentations, students should keep tallies of the song titles and artists mentioned to provide an overview of class preferences.

- Have each student choose an Italian poem and set it to music or write appropriate background music for it. After students have practised reading their poems, hold a class poetry reading with the accompanying background music.
- Provide opportunities for students to watch a selection of Italian music videos, and to record the details in ongoing logs, noting information such as:
 - names of artists
 - rankings on charts
 - titles of songs
 - personal preferences
 - other relevant information

SUGGESTED ASSESSMENT STRATEGIES

- When students present Italian language CDs or other creative works they have chosen, look for evidence that they are:
 - willing to go to some effort to consider works or experiences not presented in class
 - making connections between other experiences and their responses to the work they are presenting
 - able to present reasons and details to support their views or preferences
 - willing to take risks to use new vocabulary, structures, or formats
 - interested in the works presented by other students, (e.g., listening attentively, asking questions)
- When students present their poems, observe and note the extent to which:
 - reading reflects an attempt to refine pronunciation
 - intonation is appropriate to the meaning
 - students are able to justify their choices of music
- After students have watched and discussed a variety of music videos and completing ongoing logs, have them each write a short paragraph on “My Favourite Video” that includes a description of the video and reasons for liking it. Criteria for assessing the paragraphs might include:
 - identifies key topic or theme
 - offers reasons to justify preferences
 - takes risks (e.g., attempts to include interesting details)
 - conveys meaning understandably

RECOMMENDED LEARNING RESOURCES



Print Materials

- Benvenuti in Italia/Welcome to Italy
- Canada’s Mirror - Italia allo specchio
- Cinque belle fiabe italiane
- Everyday Situations in Italian
- Filastrocche in cielo e in terra
- Forbici con fantasia
- Italian à la cartoon
- L’Italia racconta
- Le donne, i cavalieri, l’arme, gli amori/ Maidens, Knights, Power, Love
- Musica é.../Music is...
- Ragazzi
- Tra noi: Letture-Storie d’Italia
- Tutti insieme
- Voci d’Italia Series



Multimedia

- Cantare l’italiano
- Italianissimo, 1
- Qui Italia
- Uno



CD-ROM

- Dentro l’italiano, 2
- Italia

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify some similarities and differences between their own customs and those of the Italian culture
- identify cultural content in Italian resources
- identify ways in which English and Italian have influenced each other

SUGGESTED INSTRUCTIONAL STRATEGIES

- Show a series of slides or video excerpts that reflect everyday life in Italy (e.g., shopping habits, transportation, food preparation). Have students note similarities and differences compared to their community.
- Ask students to compare a typical family menu for a festive meal in various regions of Italy with meals from students' own homes. Or have them each choose a typical Italian dish to make for a class festival in which recipes are shared and dishes tasted. Some students may want to give a simple cooking demonstration in Italian.
- Ask students to examine a variety of Italian resources (e.g., video excerpts, advertisements, schedules, menus, recipes, brochures, and magazines) to pick out elements of cultural interest such as times, prices, forms of greeting and leave-taking, and living environment. Have them pool their individual results. Encourage students to notice the added interest that these cultural details bring to the study of Italian and its culture.
- Encourage students to maintain ongoing lists of words commonly used in Italian that have been borrowed from other languages. These may be found in authentic materials encountered in or outside of class (e.g., sports broadcasts). Discuss possible reasons for each of these words being used rather than an Italian word. As an extension, challenge students to identify Italian words used in English or other languages (e.g., in music, art, and food).

SUGGESTED ASSESSMENT STRATEGIES

- Have students write short letters home from imaginary trips to Italy. The letters should include details about how they spent a typical day and how this compares with a similar day at home. Note evidence that students have:
 - provided accurate and detailed information
 - highlighted differences and similarities in activities and customs
 - offered personal reactions to these comparisons
- Ask students to compose paragraphs or humorous anecdotes using as many words from their lists of borrowed Italian words as possible that they know or can find. Have them exchange paragraphs with partners or small groups to assess the appropriateness of their usage. Look for evidence that they:
 - are able to recognize Italian words used in another language
 - are interested in relationships between the two languages
 - make an effort to use the words appropriately
- Have students create a collage which highlights similarities and differences in shopping habits, transportation, and food preparation in Canada and Italy. Note evidence of:
 - completeness and accuracy of information
 - clarity of representation

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Benvenuti in Italia/Welcome to Italy
- Canada's Mirror - Italia allo specchio
- C'era una volta...il medioevo/Once Upon a Time in the Middle Ages
- Ciao Italia
- Discovering Italian, 1
- Forbici con fantasia
- Giochi e usanze di ogni paese
- L'Eco d'Italia
- Le donne, i cavallieri, l'arme, gli amori/Maidens, Knights, Power, Love
- L'italiano vivo
- Pensiamoci.../The Teenage Years: Values and Issues
- Ragazzi
- The Italian Way
- Tra noi: Letture-Storie d'Italia
- Tutti insieme
- Voce d'Italia Series



Multimedia

- Italianissimo, 1
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 2
- Il dizionario della lingua italiana
- Italia



Manipulatives

- Carte napoletane
- Mercante in fiera

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate needs, desires, and emotions
- describe events and experiences in logical progression
- explain how to do an everyday activity or procedure
- participate, in Italian, in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have each student present three different pieces of music to the class, giving reasons why they evoke certain emotions. Invite classmates to complete task sheets, indicating their personal responses to each musical selection and whether they agree or disagree with the emotion described by the presenter.
- Invite students to share information related to films they have seen recently and enjoyed. Information should include names of leading actors, genres of the films, qualities of the performances, settings, and brief plot summaries. After listening to the descriptions, other students select one or two films they would like to see and give reasons. Students might enjoy writing film reviews, including plot summaries along with other information.
- Suggest that students interact with partners to find out what activities they took part in during the weekend. Conversations should include when, where, and with whom they did the activity.
- Have students work in groups to organize a class flea market, real or simulated. Purchasers and vendors could concentrate on expressing their needs and desires as they make their transactions.
- Have students prepare demonstrations for the class of how to put together their favourite healthy snacks. Each demonstration should include a written, step-by-step description of the recipe, with visual aids. These descriptions can be distributed to students to create a class recipe book.
- Ask students to bring items from home and role-play returning them to a store, giving the reasons they were not appropriate.

SUGGESTED ASSESSMENT STRATEGIES

- Collect students' film reviews to assess their abilities to communicate relevant information. Criteria might include the extent to which the:
 - message is clear
 - information is complete and relevant
 - language is appropriate to the task (e.g., use of past tense, sequencing words)
- When students are engaged in activities in which they exchange information with partners (e.g., describing weekend activities), use a checklist to assess the interactions. For example, note to what extent students are:
 - able to describe in some detail the information their partners provided
 - actively engaged in the interactions, using Italian to gain the required information
 - able to sustain interactions, taking risks with the language to extend their language boundaries
 - able to describe their activities in sequence, linking statements in the past, present, and future
- When students prepare and practise oral dialogues or role plays for presentation (e.g., planning a meeting with friends, demonstrating recipes, or recounting an outing), establish task requirements such as prescribed length, information, and language use. Provide a short list of criteria for assessment.
- Provide frequent opportunities for students to reflect on what they have learned and to set personal goals related to language skills they are working on. For example, at the beginning of each class, have students write two goals or intentions for that class (e.g., number of times they will speak, expressions or structures they want to practise using, questions they want to be resolved). At the end of the class, students can note the extent of their success. Important insights into students' attitudes and their development can be gained by reviewing and commenting on their goals and records at regular intervals.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Discovering Italian, 1
- Everyday Situations in Italian
- Italian Crossword Puzzles
- Italian Grammar
- L'italiano praticamente
- L'italiano vero
- L'italiano vivo
- Pensiamoci.../The Teenage Years: Values and Issues
- Practical Vocabulary Builder
- Pro e contro
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Dire, Fare, Capire
- Italianissimo, 1
- Parlare in italiano
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 2
- Il dizionario della lingua italiana

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- process and adapt information from age-appropriate resources in Italian to complete authentic tasks, and convey the information in formats that show growing independence in oral and written language

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students read the entertainment pages from an Italian language newspaper, and each choose a film, concert, opera, theatre production, or sports event (e.g., soccer game) to attend, noting the time and location. Then ask them to exchange this information in partners and make appointments to meet at the events. Alternatively, students could read or listen to reviews of films, concerts, sports commentaries, or other events to determine which ones to attend.
- Ask students to examine Italian documents prepared for beginning drivers and identify key information for role plays in which they explain to friends how to get a driver's licence. Canadian documents can be used for comparison.
- Have students brainstorm a list of vocabulary pertaining to ads for common jobs. Suggest that students examine employment advertisements in an Italian language newspaper and choose positions for which they would like to apply. Students could also use information from publications created to assist young people in finding part-time and summer jobs. Working in groups with the help of this information and a general discussion on parttime jobs, students determine the steps necessary to finding a job.
- Have the students view and/or listen to an Italian language TV or radio program during class for a period of time. During this time, students could keep logs in which they record information about their selected programs, as well as reflections on their developing language skills.
- Challenge students to choose interesting articles from magazines or newspapers and each note three interesting facts to present. As a follow-up, students could write letters to the editor or design fact-quizzes for classmates.

SUGGESTED ASSESSMENT STRATEGIES

- Have students work in pairs to develop role plays that demonstrate their abilities to acquire relevant information from Italian newspapers. For example, they might plan evening activities based on information about films or simulate job interviews or telephone inquiries. Rate each aspect of their performance on a five-point scale (5=*eccellente*, 1=*scarso*). Students could assess their own performances and provide feedback to their peers using the same scale. For example, check if partners:
 - include accurate and relevant information
 - communicate clearly
 - make direct reference to details provided in the original source
 - use appropriate vocabulary and structures
 - sustain interaction and support one another with questions, prompts, and body language
- Assess written assignments using criteria similar to those used for oral presentations. For example, check that:
 - communication is clear
 - information is accurate and relevant
 - details and examples are included
 - language is appropriate
 - material is effectively organized and easy to follow
- For a TV-viewing assignment, have students keep viewing logs to prompt self-assessment and reflection. Look for evidence that students have:
 - completed an entry for each day
 - set personal language goals and monitored their progress by way of a grid
 - identified what they understood of each viewing
 - showed evidence of using appropriate language-learning strategies

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Discovering Italian, 1
- Italian Grammar
- L'Eco d'Italia
- L'italiano praticamente
- L'italiano vero
- L'italiano vivo
- La patenti A e B
- Pro e contro
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Dire, Fare, Capire
- Italianissimo, 1
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 2
- Il dizionario della lingua italiana
- Italia



Manipulatives

- Mercante in fiera
- Tombola

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

- Over three or four lessons, have students watch an Italian movie and complete a variety of tasks to assist comprehension of the film. Then ask them to create posters to publicize the film, as well as short press releases or promotional brochures including plot summaries and details about show times and locations. Students could use these posters in role plays about going to see the film.
- Ask students to choose their favourite excerpts from a variety of Italian singers and put together a class music awards ceremony. Encourage them to make their nominations in Italian and give as much background information as possible. Categories chosen by students could include *Il migliore cantante*, *Il miglior complesso*, and so on.
- Have students read a selection of Italian short stories and then each select one of the following projects:
 - illustrate a story to clarify the meaning
 - role-play a story
 - retell a story
 - change one element of the story all the way through
 - record a story on audiotape or videotape

SUGGESTED ASSESSMENT STRATEGIES

- Have students in pairs or in small groups use their video posters as prompts for role-playing dialogues in which they decide whether to see the movie together. Assess students for:
 - expression of personal preferences
 - focus on key themes or features of the movie
 - credible and comprehensible interaction
- When groups conduct awards ceremonies, ask each to develop a peer feedback or audience-response form in Italian so their classmates can offer responses and constructive advice. After the ceremonies, have group members summarize the peer responses and offer self-assessments of their groups' presentations, in which they focus on:
 - strengths
 - special features
 - areas that need improvement or did not turn out as planned
 - what they learned
- Occasionally, have students respond to two or three prompts such as the following to reflect on and self-assess their responses to creative works:
 - I enjoy listening to Italian materials when _____.
 - An Italian poem, story, or song that stands out in my mind is _____ because _____.
 - My responses to Italian materials are different when _____.
 - A style of music, story, poetry, or film that I enjoy in both languages is _____ because _____.
 - I could probably increase my enjoyment of Italian songs, stories, and movies if I _____.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Benvenuti in Italia/Welcome to Italy
- Canada's Mirror - Italia allo specchio
- Cinque belle fiabe italiane
- Filastrocche in cielo e in terra
- Forbici con fantasia
- Italian à la cartoon
- Ragazzi
- Tra noi: Letture-Storie d'Italia
- Tutti insieme
- Voci d'Italia Series



Multimedia

- Cantare l'italiano
- Italianissimo, 1
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 2
- Italia

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- examine their own customs and discuss similarities and differences when compared to Italian culture
- identify cultural content in Italian language resources
- identify idiomatic expressions as they encounter them in Italian

SUGGESTED INSTRUCTIONAL STRATEGIES

- Divide the class into two groups and teach each half a game commonly played in Italy (e.g., scopa, briscola, tombola, bocce). Once each group has learned its game, rearrange students into several smaller groups, each of which contains members from the original two groups. In each small group, have students teach each other the games they have learned. Have students identify games commonly played in Canada that resemble these Italian games. Where possible, bring the students to watch and perhaps even participate in a bocce tournament.
- Examine several versions of a myth or fairy tale as it exists in Italian and other cultures. Then invite students in groups to select scenes to act out in Italian. Have students identify similarities and differences in plot, theme, moral, and other elements in various versions of the story.
- Show a video or film set in Italy. Ask students to identify elements other than language that suggest the film's setting. Students might consider how events and scenes would look if the story took place this year in British Columbia.
- Encourage students to keep ongoing records of idiomatic expressions encountered in reading and viewing activities. Suggest that students in groups choose three or four expressions and create short role plays using the expressions.

SUGGESTED ASSESSMENT STRATEGIES

- To assess students' abilities to examine their own customs and compare them to those of other cultures, ask students to work in groups to learn about games from other eras, cultures, or regions and teach them to others. Work with students to develop criteria for assessment and feedback on the presentations. For example, criteria might include:
 - directions were clear (e.g., props and visuals simplified complex ideas)
 - game was interesting or fun
 - group explained the cultural importance of the game
 - group made connections to other more familiar activities and games
- Have students rewrite a fairy tale, changing its setting to that of contemporary Italy. Then form groups and ask them to prepare stories as scripts and perform them as a Readers Theatre. When assessing their work, consider the extent to which students:
 - make changes appropriate to the new context
 - demonstrate interest or engagement in Italian elements
 - show creativity and risk taking in their revisions

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Benvenuti in Italia/Welcome to Italy
- Canada's Mirror - Italia allo specchio
- Discovering Italian, 1
- Forbici con fantasia
- Giochi e usanze di ogni paese
- L'Eco d'Italia
- L'italiano vivo
- Parlare in italiano
- Pensiamoci.../The Teenage Years: Values and Issues
- Pro e contro
- Ragazzi
- The Italian Way
- Tra noi: Letture-Storie d'Italia
- Tutti insieme
- Voci d'Italia Series



Multimedia

- Cantare l'italiano
- Italianissimo, 1
- Parlare in italiano
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 2
- Il dizionario della lingua italiana
- Italia



Manipulatives

- Carte napoletane
- Mercante in fiera

PREScribed LEARNING OUTCOMES

It is expected that students will:

- exchange opinions on topics of interest
- describe or narrate with some supporting detail an event, situation, or experience
- discuss plans related to common activities
- interact in Italian with growing confidence in familiar situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

- Hold brief, weekly discussions to give students the practice they need to develop their communicative skills. Topics might include: events or celebrations within the Italian community (e.g., *Festa della Repubblica*), news items (*notizie internazionali, nazionali e locali*), an unforgettable moment, the best gift ever received. Students could also enter their ideas or thoughts about the topics in journals, giving them an opportunity to clarify their thinking and refine their communication.
- Challenge students to explore various examples of people whose lives have been changed in some dramatic way. Encourage them to think of their own life-changing experiences and prepare presentations for the class. In the presentations, they can describe what they were like before these experiences and how they have changed as a result.
- Ask students to form small groups to brainstorm reasons why adolescents smoke, then as a group identify why smoking is harmful. After the group discussion, have students complete questionnaires on personal smoking habits. Then the whole class could identify the three most common reasons for smoking. In pairs, students share opinions and reasons for prohibiting smoking in various public places and then present their ideas to the whole class.
- Provide opportunities for students to role-play a variety of common situations, giving time for preparation but not requiring a memorized script. Situations might include:
 - purchasing a second-hand car
 - taking an important phone message and then conveying the information to the person meant to receive the message
 - applying for a driver's licence
 - planning a camping trip for a week (discuss where to go, equipment needed, supplies to take)
 - making an appointment with a doctor for a minor problem they are experiencing
 - visiting a travel agent to make plans for a chosen destination in Italy

SUGGESTED ASSESSMENT STRATEGIES

- When students give presentations describing life-changing experiences, criteria might include:
 - information is complete
 - verb tenses support communication and show some refinement
 - presentation is clear, and pronunciation and intonation support meaning
 - description and narration of events is comprehensible
 - some detail is provided
 - presentation shows evidence of preparation (e.g., student speaks confidently with minimal support)

After each presentation, classmates pose questions to the presenter to clarify or expand on details. Students could also be required to ask a minimum number of questions in the course of the presentations. Questions can be assessed for the extent to which they:

 - are understandable
 - are relevant to the presentation
 - ask for information not already provided
- At regular intervals, ask students to choose a journal entry to refine and submit. Assess students' writing for evidence that:
 - meaning is clear
 - it includes supporting details, reasons, or examples
 - it uses a variety of vocabulary and expressions
 - time sequence is clear, with appropriate use of transitions
- Present various common situations for role plays and outline task requirements (e.g., length of role plays, special requirements for language or content, use of props). After students in pairs have had time to practise the situations, each pair draws a card describing one of them. After a few minutes of preparation, students present the role plays and are assessed by teacher and peers using criteria such as:
 - language is understandable
 - statements are logical and related to the topic
 - speech is reasonably fluid
 - interaction is sustained
 - attempts to convey spontaneity
 - uses effective strategies to clarify meaning as needed

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Beginner's Italian Reader
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Discovering Italian, 2
- Everyday Situations in Italian
- Incontri culturali
- Italian Crossword Puzzles
- Italian Grammar
- L'italiano praticamente
- L'italiano vero
- L'italiano vivo
- Leggiamo e conversiamo
- Parliamo insieme
- Pro e contro
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Bravo
- Due
- Italianissimo, 2
- Parlare in italiano
- Qui Italia



CD-ROM

- Dentro l'italiano, 3
- Il dizionario della lingua italiana

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- research and use relevant information from a variety of age-appropriate Italian resources to complete authentic tasks

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students use a variety of health and fitness articles and brochures in Italian as references and then choose one area of their lifestyles they would like to research (e.g., eating habits and exercise). Ask each student to create a health and fitness plan and monitor progress for one month in a journal. Entries should be written daily and make direct reference to the plan each student has developed, noting steps taken or not taken. (e.g., *giovedì, 18 marzo: Oggi ho giocato a tennis per 3 ore. Non ho fatto footing perché ero troppo stanco.*) At the end of the month, students may present their plans to the class with summaries of the results. Results could also be presented in graphic or visual form.
- Suggest that students research a variety of environmental issues using resources such as brochures, articles, videos, and films. Then have them organize an environmental awareness campaign for the school, including posters, public address announcements, leaflets, and fundraising activities.

SUGGESTED ASSESSMENT STRATEGIES

- When students complete research assignments, use assessment criteria such as the following:
 - information is clear
 - information is relevant and accurate
 - assignment includes details, reasons, and examples to support key points
 - language is appropriate and understandable
 - information is organized in a way that makes it easy to follow (e.g., transitions and tenses are used effectively)
- When assessing students' health and fitness plans, consider the extent to which they have:
 - developed coherent plans based on resources used in class
 - communicated information related to personal health and lifestyle
 - documented progress daily in journals
 - summarized results (what worked and what did not work), giving reasons and conclusions
 - included self-assessment components (inclusion of a diligent plan along with regular monitoring and journal entries)
- For group projects such as an environmental awareness campaign, individuals or small groups might be responsible for preparing specific components. When assessing each component, look for evidence that students have:
 - acquired accurate and relevant information
 - communicated their information clearly
 - suggested solutions to the problem
 - suggested actions to be taken by the school
 - presented their information or views in a way that appealed to their audience
 - used a range of useful vocabulary, expressions, and structures
 - taken risks to include complex information or unfamiliar language such as ecological terminology

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Discovering Italian, 2
- Italian Grammar
- L'Eco d'Italia
- L'italiano praticamente
- L'italiano vivo
- La patenti A e B
- Pro e contro
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Bravo
- Due
- Italianissimo, 2
- Parole per parlare
- Qui Italia



CD-ROM

- Dentro l'italiano, 3
- Il dizionario della lingua italiana
- Italia



Manipulatives

- Mercante in fiera
- Tombola

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

- Provide opportunities for students to view photos, slides, or videos of famous landmarks in an Italian region or city. Then have them create guided tours of a museum or town of their choice, highlighting points of interest.
- Discuss with students several paintings by Italian artists and ask them to consider appeal, feeling, and style. Then have each student find or create a painting or sketch and describe her or his reaction to it in a presentation to the class. Encourage classmates to respond.
- Introduce several Italian songs over a period of time and have students prepare and conduct an informal debate on the song contents. Furthermore, assign roles to students (either singer or deejay). Deejays prepare generic interview questions, while singers provide information about themselves and their songs. Finally, in pairs, students present their interviews in Italian to the class.
- Present a folk tale, legend, fairy tale, or modern story, but do not provide the ending. For example, have students read *Il Milione* by Marco Polo and choose some episodes which best represent the spirit of adventure and discovery of this Italian classic. Do not provide the ending and challenge students to write or act out possible endings.

SUGGESTED ASSESSMENT STRATEGIES

- When students make oral presentations, such as simulated guided tours or interviews, observe and note the extent to which they:
 - express and support a consistent point of view
 - express their individuality through their responses
 - provide accurate information
 - indicate openness and willingness to consider new or different ideas and experiences
 - attempt to engage others
- Work with students to develop criteria for their visual art presentations. The criteria could be in the form of a checklist or rating scale and might include:
 - conveys the visual image clearly
 - describes the mood and personal response, giving reasons or supporting details
 - responds appropriately to questions and comments from others
 - uses Italian that is reasonably correct
- From time to time, have students review their responses to creative works by answering questions such as:
 - Which of the creative works you have viewed, listened to, or read this year or term stands out in your mind?
 - Which part of the activity was most interesting for you: reading, viewing, listening, or creating your response?
 - How did your view or understanding of the original work change as you worked on your project?
 - How are your responses or preferences similar when you consider Italian works and when you consider works in English or other languages? How are your responses different?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Benvenuti in Italia/Welcome to Italy
- Canada's Mirror - Italia allo specchio
- Cinque belle fiabe italiane
- Everyday Situations in Italian
- Filastrocche in cielo e in terra
- Forbici con fantasia
- Il Milione
- Italian à la cartoon
- L'Italia racconta
- Ragazzi
- Tra noi: Letture-Storie d'Italia
- Tutti insieme
- Un proverbio al giorno
- Voci d'Italia Series



Multimedia

- Cantare l'italiano
- Due
- Italianissimo, 2
- Langhe
- Qui Italia



CD-ROM

- Dentro l'italiano, 3
- Italia
- Uffizi

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify customs and traditions that define Canadian culture, their own culture, or both
- identify cultural content in Italian resources
- show awareness of and use some idiomatic phrases, formulae, and ritualized language expressions in oral and written forms

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have each student choose a topic (e.g., work, leisure, family rules, consumer habits) and compare his or her lifestyle in that area with that of a grandparent and a parent (or other cross-generational relations). Students can also visit a senior citizens housing complex, like Casa Serena in Vancouver, and interview residents. Then ask students to project their conclusions into the future and predict how their children might function in tomorrow's society.
- Encourage students to keep lists of idiomatic expressions encountered in oral and reading activities undertaken during the course. Students could create short phrases or logos which embody Italy and Italian culture as well as their own. Students could work with these by:
 - categorizing them into meaningful groups
 - matching a place, context, or scenario with each expression
 - matching symbols or cartoons to expressions to aid recall
 - attempting to use expressions whenever appropriate
- Ask students in groups to read a selection of formal business letters written in Italian and identify language conventions used. These could be acquired through contact with business people dealing with Italian companies or through the Italo-Canadian Chamber of Commerce. Suggest that they follow these samples to write letters to Italian businesses or agencies requesting information (e.g., employment opportunities). Encourage students to share any replies they receive and to continue to note similar use of formal language conventions.

SUGGESTED ASSESSMENT STRATEGIES

- When students write business letters, focus on the clarity of their messages and their use of appropriate language, ritualized expressions of greetings, thanks, and closing, and idiomatic expressions.
- When students analyze Italian language materials, consider the extent to which they:
 - identify stylistic features that are unique to the culture
 - identify content that reflects the culture
 - identify similarities between the materials and those from other cultures
 - describe differences between the materials and those from other cultures
 - show interest in and respect for cultural aspects of the materials
- Have students work independently or in pairs to create and label, in Italian, series of illustrations, symbols, or computer-generated graphics that show key elements of their own cultures and behavioral patterns. Provide opportunities for students to display and respond to comments and questions about their works. Observe and note evidence that students are:
 - aware of key elements of their culture and behaviour
 - sensitive to some of the more subtle or complex elements or patterns in their cultures and behaviour
 - supportive of their classmates' work
 - interested in the symbols and meanings other students have presented
 - respectful of differences between their classmates

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Benvenuti in Italia/Welcome to Italy
- Canada's Mirror - Italia allo specchio
- Discovering Italian, 2
- Forbici con fantasia
- Giochi e usanze di ogni paese
- Incontri culturali
- L'Eco d'Italia
- L'Italia racconta
- L'italiano vivo
- Leggiamo e conversiamo
- Parlare in italiano
- Ragazzi
- The Italian Way
- Tra noi: Letture-Storie d'Italia
- Tutti insieme
- Un proverbio al giorno
- Voci d'Italia Series



Multimedia

- Bravo
- Due
- Italianissimo, 2
- Langhe
- Parlare in italiano
- Qui Italia



CD-ROM

- Dentro l'italiano, 3
- Italia



Manipulatives

- Carte napoletane
- Mercante in fiera

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange ideas and thoughts about areas of personal interest
- give reasons and information to support points of view on various issues
- express long- and short-term plans, goals, and intentions
- interact in Italian effectively and with some spontaneity in situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students prepare personal answers in Italian to a question regarding their life experiences. (e.g., *Quale persona nella tua famiglia ti ha influenzato maggiormente?*) For this example, information could include:
 - *il nome della persona e il ramo della famiglia da cui proviene*
 - *alcuni dettagli sulla sua vita*
 - *dettagli sull'influenza della persona sullo studente*
 - *come lo studente, di conseguenza, é cambiato*
 Using these information sheets as references, students interview one another in pairs and present their partners to the class.
- Ask students to brainstorm issues or current events that interest them. Encourage them to participate regularly in discussions or informal debates on these issues, giving reasons and information to support their points of view.
- After a general class discussion on the existing rules of the school, have students work in small groups to give their reasons for wanting to change one or more rules they find unfair or unnecessary. Each group presents its suggestions for class consideration. The class reaches consensus through discussion and voting on two or three rules to be changed. A class representative could follow up with the student council and the administration.
- Ask students to make phone calls (real or simulated) to inquire about renting apartments, referring to advertisements from an Italian newspaper.
- Invite students to role-play a conversation with their parents in which they discuss their post-graduation plans. These might include work, travel, or postsecondary education. Students try to give convincing reasons why their choice is the best path for them.

SUGGESTED ASSESSMENT STRATEGIES

- When students present information to the class (e.g., the results of interviews about partners' family influences), criteria could include their abilities to:
 - speak from notes rather than prepared texts
 - make information comprehensible
 - summarize key points and include relevant details
 - use appropriate vocabulary and structure
 - organize information and time sequences clearly (e.g., use transitions and tenses effectively)
- To assess students' participation and effectiveness in a discussion about school rules, look for evidence of the extent to which they:
 - take positions and make their views clear
 - give reasons to support their arguments
 - listen actively and attempt to respond or build on others' ideas
 - participate in the discussion with some degree of spontaneity and engagement
- When students in pairs are interviewing one another or practising role-playing situations, arrange for each pair to be observed by at least two other students, who look for evidence that:
 - interactions are taking place in Italian
 - students are conveying appropriate and relevant information
 - a variety of strategies are being used to negotiate meaning and sustain the interactions (e.g., rephrasing, questioning, repeating key words and phrases)
- Encourage students to keep and monitor two or three short-term goals in their journals or notebooks. Ask them to write about their progress from time to time.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Discovering Italian, 2
- Incontri culturali
- Italian Crossword Puzzles
- Italian Grammar
- L'Eco d'Italia
- L'italiano praticamente
- L'italiano vero
- L'italiano vivo
- Leggiamo e conversiamo
- Parliamo insieme
- Pro e contro
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Bravo
- Due
- Italianissimo, 2
- Parlare in italiano
- Parole per parlare
- Qui Italia



CD-ROM

- Dentro l'italiano, 3
- Il dizionario della lingua italiana

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- research, analyze, and use relevant information from several sources on a chosen topic to complete authentic tasks

SUGGESTED INSTRUCTIONAL STRATEGIES

- Invite students to examine a variety of Italian resources (e.g., brochures, articles the Internet) to find information about career opportunities for a Career Fair. Ask each student to choose and investigate a profession or trade and prepare a written report and oral presentation for the fair. Guest speakers who are fluent in Italian could also be invited to the class. As students visit the career displays, they record information about careers that interest them and why. For example, they might complete summaries in Italian headings:
 - *Tipo di lavoro*
 - *Istruzione e abilità richieste*
 - *Possibilità di carriera*
 - *Stipendio*
- Conduct an informal debate in which students research and analyze information relevant to a chosen topic, such as raising the driving age. Sources may include accident statistics, RCMP publications, magazine articles, and the Internet. Review structures and expressions used in defending opinions, and then ask students to use this information to hold a class debate in which each student supports an assigned position, attempts to convince others, and finally votes according to arguments given.
- Have students use Italian newspapers or magazines to research the lives of favourite personalities and set goals and time lines for their own lives and careers.

SUGGESTED ASSESSMENT STRATEGIES

- When students participate in the Career Fair, presentations should include relevant, accurate, clear, and well-organized information about:
 - why they have chosen these careers to investigate
 - the requirements and qualifications needed for the jobs
 - the nature of the jobs, including salaries and working conditions
 Consider collecting the career summaries and assessing them for accuracy and relevance of information.
- When assessing an informal debate, consider both students' oral performances and their written summaries. Criteria for the oral component could include:
 - states a position clearly
 - provides reasons or examples to support position
 - responds with some spontaneity to counter arguments
 - uses appropriate structures and expressions to defend point of view and to counter opposition
 Criteria for written summaries might include:
 - shows evidence of research
 - demonstrates logical organization
 - uses effective vocabulary and structures to enhance meaning
- Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile personal records of:
 - strategies they find effective
 - tasks they are comfortable with
 - skills and strategies they want to improve
 Have them occasionally review and update their records with partners.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Discovering Italian, 2
- Everyday Situations in Italian
- Italian Grammer
- L'Eco d'Italia
- L'italiano praticamente
- L'italiano vivo
- La patenti A e B
- Pro e contro
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Bravo
- Due
- Italianissimo, 2
- Qui Italia



CD-ROM

- Dentro l'italiano, 3
- Il dizionario della lingua italiana
- Italia



Manipulatives

- Mercante in fiera
- Tombola

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, and respond to them through drama, visual arts, music, and writing

SUGGESTED INSTRUCTIONAL STRATEGIES

- Organize an Italian Film Festival. Preview several films in class and identify the themes students would like to highlight. Prior to viewing films, give students opportunities to become familiar with the important issues, settings, characters, storylines, and filmmakers. Viewing is most effective when students are given focus questions in advance. Discussion and sharing of ideas can take place before and after each segment is viewed. As a followup activity, students could compare films, give preferences, and make recommendations. This can be done by participating in a critic's panel, writing movie-review pages for magazines, or conducting radio or TV talk-show interviews in which students role-play actors or filmmakers.
- Provide focus questions, background information, and vocabulary development to assist students in groups, in reading short stories such as those found in *Voce d'Italia*. Once students are familiar with the stories, have each group select one of the stories to dramatize. Dramatizations should be written in students' own words, rehearsed, and then presented.
- Introduce students to the music of Italian singers and composers, with particular focus on classical music. Then invite students to select a personality to research, (e.g., Pavarotti) and make a presentation to the class that includes a favourite song, general information about the singer, the singer's era, and comments about the singer's music.

SUGGESTED ASSESSMENT STRATEGIES

- During an Italian Film Festival, students show their understanding when they generate and explore questions about issues and themes. Note the extent to which students are able to:
 - convey messages clearly
 - express personal points of view
 - use details from films to support their ideas
 - show some fluency and spontaneity in their responses
 - build on or respond to others' point of view
 - make connections to other works or experiences
- When groups of students present their dramatizations of a short story, criteria might include:
 - presentation and choice of vocabulary convey the characters' emotions and the mood of the story
 - presentation shows evidence of practice and rehearsal
 - presenters attempt to engage the audience
- Have students each select a group of related works as the basis for written or oral presentations. Work with students to outline requirements for the task (e.g., length, number of words to be considered, form of the response), and provide or negotiate criteria such as the following to guide feedback and assessment:
 - selections reflect a unique personal perspective or interest and offer some challenge in terms of language or culture
 - response clearly describes key features
 - response offers a personal point of view, including reasons and examples, and makes connections to other experiences or works

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canada's Mirror - Italia allo specchio
- Cinque belle fiabe italiane
- Filastrocche in cielo e in terra
- Forbici con fantasia
- Il Milione
- Italian à la cartoon
- L'Italia racconta
- Ragazzi
- Tra noi: Letture-Storie d'Italia
- Tutti insieme
- Un proverbio al giorno
- Voci d'Italia Series



Multimedia

- Cantare l'italiano
- Due
- Italianissimo, 2
- Langhe
- Qui Italia



CD-ROM

- Dentro l'italiano, 3
- Italia
- Uffizi

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- give examples of how one is influenced by one's cultural experience
- identify cultural content in Italian resources
- show cultural sensitivity in everyday situations through appropriate behaviour and language

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students each interview 10 of their friends about people they admire, past and present. Form groups and have each group choose four of these people to examine further regarding their attributes, fields of endeavour, contributions to society, and image. Interview questions might include:
 - *Appartieni a un fan club?*
 - *Secondo te, chi é un protagonista?*
 - *Le caratteristiche del protagonista sono cambiate col tempo?*
 - *Quali sono le qualità che tu ammiri in un protagonista?*
- Invite several guests who are fluent in Italian to speak to the class during the year. Ask different students each time to welcome, question, and thank the guests, using appropriate, polite expressions. Students could also write letters of invitation and thanks, using formal language conventions.
- Arrange an excursion to an Italian establishment. Have students prepare for the visit by role-playing possible interactions and discussion strategies for coping in the language, including conversation topics and word games. (Arrange beforehand to have contact people talk only in Italian, even if difficulties arise.)
- Ask students to list items – positive and negative – that, in their view, characterize Canadian culture. Categories might include popular symbols, role models, customs, government programs, and industries. Have them pool their ideas, then work in pairs to identify five items that should be promoted and five that should be changed, describing how.
- Suggest that students in groups design orientation programs to welcome and mentor new students arriving at the school. Work with students to define task requirements (e.g., length, format, required content).

SUGGESTED ASSESSMENT STRATEGIES

- As students talk about their own and other cultures and respond to cultural elements in Italian, observe and note the extent to which they:
 - ask questions about other cultures
 - comment positively on elements of other cultures described by their classmates
 - notice elements of culture in the materials they read and view
 - show respect and support diversity
 - comment positively on elements of Italian culture
- After activities in which students have discussed heroes and role models, invite each student to identify and write to a personal role model. (Letters may or may not be mailed.) When assessing students' letters, look for:
 - clear, understandable messages
 - examples of how the role models have influenced them
 - appropriate use of language
- Provide or negotiate criteria for assessing students' orientation programs. Criteria might include:
 - clearly identifies key aspects of school culture or customs
 - offers practical guidelines for appropriate behaviour
 - shows respect and support for diversity
 - emphasizes the mutual benefits of mentoring
 - contains clear, understandable message
 - uses appropriate language

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Discovering Italian, 2
- Everyday Situations in Italian
- Giochi e usanze di ogni paese
- Incontri culturali
- L'Eco d'Italia
- L'Italia racconta
- L'italiano vivo
- Leggiamo e conversiamo
- Ragazzi
- The Italian Way
- Tra noi: Letture-Storie d'Italia
- Tutti insieme
- Un proverbio al giorno
- Voci d'Italia Series



Multimedia

- Bravo
- Due
- Italianissimo, 2
- Langhe
- Parlare in italiano
- Qui Italia



CD-ROM

- Dentro l'italiano, 3
- Il dizionario della lingua italiana
- Italia
- Uffizi



Manipulatives

- Carte napoletane
- Mercante in fiera

CURRICULUM

Introductory Italian 11

Introductory Italian 11 is designed for students who may not have taken Italian 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in Italian 11 and 12 courses. Introductory Italian 11 is a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

This course incorporates material from the Learning Outcomes, Suggested Instructional Strategies, Suggested Assessment Strategies, and Learning Resources identified for grades 5 to 10. This reflects the fact that Introductory Italian 11 is designed to provide students with an equivalent preparation for Italian 11 and 12 courses.

A major aim therefore, is to balance expectations regarding the emergent language skills of students who are new to the study of Italian with a consideration of their ages, life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers may adapt instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- share information, opinions, and preferences, giving reasons
- ask and respond to basic questions, make simple requests, and ask for assistance
- exchange information related to activities, people, and things
- communicate needs, desires, and emotions
- describe events and experiences in logical progression
- participate in Italian in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students use pre-framed models to interview one another in pairs to learn information. Partners then introduce one another to the class, using a pre-framed outline such as:
Ciao, mi chiamo _____. Vorrei presentarvi _____.
Il suo sport preferito é _____. Vuole seguire il corso di italiano perché _____.
- Provide opportunities for students to follow routine classroom directions and instructions in Italian. (e.g., *Aprite i quaderni. Formate gruppi di due persone. Disponete i banchi in cerchio.*) Use gestures to clarify meaning.
- Ask students to work in groups of five to survey and take notes on one another's preferences and interests. Possible topics include favourite foods, pets, movies, music, and hobbies. One person from each group records information on a tally chart and reports the group's results to the class. Students may then graph the findings.
- Provide several letters (e.g., requesting and offering advice) from magazines and newspapers in Italian and have students use them as models. Invite students to work in pairs to create situations in which advice is needed. One partner asks for help with a problem, and the other offers simple statements of advice. This activity may involve pre-framed models or checklists.
- Ask students to prepare gift-shopping lists for their families and friends. Have them work in pairs to role-play scenes in which they ask a shopkeeper where they can find various items listed and how much they cost. As a variation, students could describe the interests and preferences of their family members and friends, and the shopkeeper could make suitable gift suggestions.

SUGGESTED ASSESSMENT STRATEGIES

- As students engage in communication activities, note the extent to which they:
 - speak clearly
 - take risks to speak Italian
 - use given frames in logical sequence
 - listen actively to follow instructions
 - choose the appropriate expressions from those they have practised
 - approximate pronunciation in Italian
 - support and encourage one another
- Provide frequent opportunities for self and peer assessment, so that students can reflect on key concepts and useful information and set personal goals, particularly for oral communications. Encourage students to consider how often they or their peers:
 - ask questions using Italian
 - respond to questions using Italian
 - self-correct when communicating in Italian
 - ask for clarification when they do not understand statements or questions
 - attempt to use new structures
 - initiate conversations in Italian
- To assess short written or oral communications, establish task requirements such as prescribed length, required information, and required language use. Identify key features or criteria, such as the extent to which:
 - language is understandable
 - information is relevant, complete, and accurate
 - time sequence and tense (e.g., past, present, future) are clear and appropriate
 - students use classroom references and other resources (e.g., dictionaries, textbooks, authentic materials)
 - students adapt structures they know or use language not practised in class

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Ciao Italia
- Discovering Italian, 1
- Everyday Situations in Italian
- Italian Crossword Puzzles
- Italian Grammar
- L'italiano praticamente
- L'italiano vero
- L'italiano vivo
- Parliamo insieme
- Practical Vocabulary Builders
- Pro e contro
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Italianissimo, 1
- Parlare in Italiano
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 1
- Il dizionario della lingua italiana
- Italiano interattivo

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- find and use information from age-appropriate resources in Italian to complete authentic tasks

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students work in groups to conduct opinion polls, using simple terms from Italian to determine the range of preferences in the class regarding everyday activities (e.g., *sports, musica, humour, abbigliamento, ristoranti, cibo*). Post the results or have students record them on charts or graphs.
- Provide students with tourist brochures in Italian. On a task sheet divided into times of day (*mattino, mezzogiorno, pomeriggio, sera*), students choose activities for a family outing and record them using key words and symbols.
- Invite each student to select an article from a newspaper or magazine in Italian and identify three interesting facts to report to the class. Have students present the information visually with some key words and terms from Italian.
- Play an audiotape (e.g., song, dramatic reading, speech) or video and ask students to:
 - list key words related to a topic
 - identify words or expressions related to a central mood or theme
- Challenge students to respond to advertisement in Italian (e.g., by making inquiries about an object for sale, an event, hours of operation).
- Have students read several letters in magazines or newspapers in Italian, noting the topics discussed and the opinions and expressions used.

SUGGESTED ASSESSMENT STRATEGIES

- When students work with resources in Italian, note the extent to which they:
 - make logical predictions
 - use strategies such as previewing, looking for cognates, looking for patterns, and using text features and context clues
 - focus on key information
 - can explain the clues and strategies they used
- When students report on or represent information, note the extent to which they:
 - identify and record ideas or impressions
 - include relevant and accurate detail
 - reproduce Italian words and structures in understandable form
 - organize and sequence information appropriately
- Have students keep up-to-date language logs in which they:
 - set personal goals for acquiring or extending specific language skills
 - chart their progress regularly, making comparisons to previous performances and to goals or targets they have set
 - record new language expressions (organized into themes, categories, or topics) and effective strategies they have used
- Compile a list of skills and strategies that may be used for self-, peer, or teacher assessment. These might include:
 - recognizing familiar Italian words in new contexts
 - using cognates as clues to meaning (where possible)
 - using a thematic or bilingual dictionary appropriately
 - using non-verbal clues (e.g., context, gesture, intonation, graphics) to support meaning
 - using knowledge of common Italian patterns to make predictions or draw inferences

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Canada's Mirror - Italia allo specchio
- Ciao, 1
- Ciao Italia
- Discovering Italian, 1
- Everyday Situations in Italian
- Italian Grammar
- L'Eco d'Italia
- L'italiano praticamente
- L'italiano vero
- L'italiano vivo
- Pro e contro
- Ragazzi
- Tutti insieme
- Zanichelli - New College Italian and English Dictionary



Multimedia

- Italianissimo, 1
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 1
- Il dizionario della lingua italiana
- Italia
- Italiano interattivo



Manipulatives

- Mercante in fiera
- Tombola

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view, listen to, and read creative works, with visual and contextual support, and respond to them in various ways.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students examine the lyrics of a contemporary song to find cognates and familiar words to help them identify the song's content or theme. Point out key words to assist understanding of general meaning. Students could use art media to convey the meaning or mood of the lyrics.
- Introduce students to a variety of simple poems, rhymes, or tongue twisters in Italian. As students become familiar with the words, the words may be used as prompts for various activities or used simply to explore language. Students could use words or expressions in Italian to create poetry.
- Suggest that students in groups look at excerpts from comic books or cartoons in Italian and identify phrases or expressions useful for creating their own brief (six- to eight-frame) comic strips modelled on those they have read. Sources may include topical or political cartoons from community newspapers.
- Form groups and ask each group to choose an Italian poem and set it to music. After students have practised reading their poems, invite them to hold a class poetry reading with accompanying background music. As an extension, students could discuss their choices of music to suit particular poems.
- Have students use the Internet to search for information about creative works in Italian. Students report their findings to the class.
- Ask students to read a selection of children's stories, such as *Cinque belle fiabe italiane*, then select one of the following projects:
 - create a pattern book for young children
 - illustrate a story to clarify meaning
 - role-play a story
 - change one element of a story all the way through
 - record a story on audiotape

SUGGESTED ASSESSMENT STRATEGIES

- Have students keep sections of their notebooks or journals for responding to creative works. They might keep logs in which they record and comment on experiences with creative works in Italian. They could write summary reviews or reflections looking back over the works they have encountered throughout the course, identifying those that have had the greatest impact on them or most closely reflect their own experiences. They could also describe ways in which their responses or ideas have changed.
- When students create their own work, note the extent to which they are able to:
 - convey clear ideas, feelings, or impressions
 - focus on a topic or theme
 - use details to add interest or effect
 - use a range of vocabulary and idioms
 - follow conventions of a form or genre (e.g., rhythmic patterns, simple rhymes)
 - convey mood, feeling, or viewpoint (e.g., humour, tragedy, satire, moral lesson)
 - follow or present a sequence of key events
- As students work on creative projects, note the extent to which they are able to:
 - collaborate to develop projects such as displays, role plays, or narratives
 - seek assistance and consultation from peers
 - suggest specific improvements when editing peers' work

RECOMMENDED LEARNING RESOURCES



Print Materials

- Benvenuti in Italia / Welcome to Italy
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Cinque belle fiabe italiane
- Everyday Situations in Italian
- Filastrocche in cielo e in terra
- Forbici con fantasia
- Italian à la cartoon
- Ragazzi
- Tra noi: Letture - Storie d'Italia
- Tutti insieme
- Voci d'Italia Series



Multimedia

- Cantare l'italiano
- Italianissimo, 1
- Langhe
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 1
- Italia



Manipulatives

- Mercante in fiera

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify characteristics of Italian culture
- identify and examine their own customs, and discuss similarities and differences when compared to Italian culture
- identify cultural content in resources in Italian

SUGGESTED INSTRUCTIONAL STRATEGIES

- Encourage students to develop an understanding of their cultural backgrounds, including special foods, celebrations, and artifacts. Invite them to organize displays to introduce their cultures to the class. Displays could include samples of food or clothing, demonstrations, personal objects, photos, or brief descriptions of special traditions or important aspects of geography and history. These displays can serve as a foundation for activities dealing with Italian culture.
- Have the class or school engage in a simulation of a major celebration common in Italian culture (e.g., *il Carnevale*, *la Befana*).
- Ask students to examine resources in Italian (e.g., video excerpts, newspapers, flyers, advertisements, schedules, brochures, menus, recipes) and choose elements of cultural interest. Have them each identify one major category (e.g., *interazioni sociali*, *abitazioni*, *negozi*, *scuola*, *lavoro*) and list three or four striking aspects. Students could then compare these to the same or similar aspects of life in their own communities.
- Suggest that students plan itineraries for trips to Italy. Then have them use visual aids and communication in Italian to present and display their plans to the class, including resources they might need for the trip (e.g., *soldi*, *bagaglio*, *passaporto*).

SUGGESTED ASSESSMENT STRATEGIES

- When students present visual representations or displays, note the extent to which they:
 - include key features from their own background
 - attempt to engage their classmates' interest
 - respond to questions by elaborating or clarifying information
 - ask questions of other students to extend their understanding
 - listen attentively
 - support and encourage one another
- When students participate in activities and discussions dealing with cultural issues, note the extent to which they:
 - show an interest in cultures other than their own
 - share information about their cultures and customs
 - express awareness of and respect for other ethnic and cultural groups in the community
 - recognize Italian words, names, and derivatives (e.g., place names, sports, entertainment figures)
- When students participate in activities, note evidence of their interest in and awareness of some aspects of Italian culture by the extent to which they:
 - generate a variety of ideas
 - respect and encourage divergent thinking and risk taking
 - collaborate to develop work plans
 - contribute to activities or products
 - work together to overcome problems
- In communication situations involving English or Italian loan words (words adopted into the other language) look for evidence that students:
 - are able to recognize and comprehend the meaning of the words in their new context
 - are interested in relationships between the two languages
 - make an effort to use the words appropriately

RECOMMENDED LEARNING RESOURCES



Print Materials

- Alla scoperta dei quartieri italiani di Burnaby e Vancouver
- Basic Italian Conversation
- Benvenuti in Italia / Welcome to Italy
- Canada's Mirror - Italia allo specchio
- Ciao Italia
- Discovering Italian, 1
- Forbici con fantasia
- Giochi e usanze di ogni paese
- L'Eco d'Italia
- L'Italia racconta
- L'Italiano vivo
- Ragazzi
- The Italian Way
- Tra noi: Letture - Storie d'Italia
- Tutti Insieme
- Voci d'Italia Series



Multimedia

- Cantare l'italiano
- Italianissimo, 1
- Parlare in italiano
- Parole per parlare
- Qui Italia
- Uno



CD-ROM

- Dentro l'italiano, 1
- Italia
- Italiano interattivo
- Uffizi



Manipulatives

- Carte napoletane
- Mercante in fiera



APPENDIX A

Prescribed Learning Outcomes

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

COMMUNICATING

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • communicate information orally with brief and simple messages • communicate likes and dislikes • ask and respond to basic questions, largely based on memorized repertoire • follow classroom instructions given in Italian 	<ul style="list-style-type: none"> • exchange information orally, with brief and simple messages • share preferences and interests • use pattern phrases to make simple requests for classroom objects • participate in classroom routines conducted in Italian 	<ul style="list-style-type: none"> • share information about personal life • ask for simple information including date, time and weather • participate in classroom activities using simple speech in Italian 	<ul style="list-style-type: none"> • participate in short conversations • share information about activities and interests • ask for information and permission • participate in familiar activities (real or simulated) using simple Italian

COMMUNICATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • share opinions and preferences, giving reasons • describe and exchange information related to activities, people, and things • ask for assistance and detailed information, including directions and prices • participate, in Italian, in a variety of situations drawn from real life 	<ul style="list-style-type: none"> • communicate needs, desires, and emotions • describe events and experiences in logical progression • explain how to do an everyday activity or procedure • participate, in Italian, in a variety of situations drawn from real life 	<ul style="list-style-type: none"> • exchange opinions on topics of interest • describe or narrate with some supporting detail an event, situation, or experience • discuss plans related to common activities • interact in Italian with growing confidence in familiar situations drawn from real life 	<ul style="list-style-type: none"> • exchange ideas and thoughts about areas of personal interest • give reasons and information to support points of view on various issues • express long- and short-term plans, goals, and intentions • interact in Italian effectively and with some spontaneity in situations drawn from real life

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

ACQUIRING INFORMATION

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none">• extract specific information from age-appropriate resources in Italian to complete authentic tasks, and convey the information orally and visually	<ul style="list-style-type: none">• extract specific information from age-appropriate Italian resources to complete authentic tasks, and convey the information orally and visually	<ul style="list-style-type: none">• extract specific information from age-appropriate resources in Italian to complete authentic tasks, and convey the information orally and visually	<ul style="list-style-type: none">• extract and, to some extent, process specific information from age-appropriate resources in Italian to complete authentic tasks, and convey the information orally, visually, and using some writing

ACQUIRING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • extract and process information from age-appropriate resources in Italian to complete authentic tasks, and convey the information through oral and written language, using visual support 	<ul style="list-style-type: none"> • process and adapt information from age-appropriate resources in Italian to complete authentic tasks, and convey the information in formats that show growing independence in oral and written language 	<ul style="list-style-type: none"> • research and use relevant information from a variety of age-appropriate Italian resources to complete authentic tasks 	<ul style="list-style-type: none"> • research, analyse, and use relevant information from several sources on a chosen topic to complete authentic tasks

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • view or listen to creative works with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> • view, listen to, and, to some extent, read creative works with visual and contextual support and respond to them in various ways 	<ul style="list-style-type: none"> • view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> • view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • view, listen to, and read creative works, and respond to them in various ways 	<ul style="list-style-type: none"> • view, listen to, and read creative works, and respond to them in various ways 	<ul style="list-style-type: none"> • view, listen to, and read creative works, and respond to them in various ways 	<ul style="list-style-type: none"> • view, listen to, and read creative works, and respond to them through drama, visual arts, music, and writing

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • identify elements of their own and their classmates’ cultural backgrounds • identify characteristics of Italian culture 	<ul style="list-style-type: none"> • identify similarities and differences of opinion among class members despite differing or similar cultural backgrounds • identify elements of Italian culture that are different from or similar to their own 	<ul style="list-style-type: none"> • identify and share their own family customs and routines • identify elements of Italian culture present in British Columbia and Canada 	<ul style="list-style-type: none"> • identify and share their school and community traditions • identify elements of Italian culture in the world

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • identify some similarities and difference between their own customs and those of Italian culture • identify cultural content in Italian resources • identify ways in which English and Italian have influenced each other 	<ul style="list-style-type: none"> • examine their own customs and discuss similarities and differences when compared to Italian culture • identify cultural content in Italian resources • identify idiomatic expressions as they encounter them in Italian 	<ul style="list-style-type: none"> • identify customs and traditions that define Canadian culture, their own culture, or both • identify cultural content in Italian resources • show awareness of and use some idiomatic phrases, formulae, and ritualized language expressions in oral and written forms of Italian 	<ul style="list-style-type: none"> • give examples of how one is influenced by one’s cultural experience • identify cultural content in Italian resources • show cultural sensitivity in everyday situations through appropriate behaviours and language

APPENDIX A: PRESCRIBED LEARNING OUTCOMES

INTRODUCTORY ITALIAN 11

It is expected that students will:

Communicating	Acquiring Information	Experiencing Creative Works	Understanding Culture and Society
<ul style="list-style-type: none"> • share information, opinions, and preferences, giving reasons • ask and respond to basic questions, make simple requests, and ask for assistance • exchange information related to activities, people, and things • communicate needs, desires, and emotions • describe events and experiences in logical progression • participate in Italian in a variety of situations draws from real life 	<ul style="list-style-type: none"> • find and use information from age-appropriate resources in Italian to complete authentic tasks 	<ul style="list-style-type: none"> • view, listen to, and read creative works, with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> • identify characteristics of Italian culture • identify and examine their own customs, and discuss similarities and differences when compared to Italian culture • identify cultural content in resources in Italian



APPENDIX B

Learning Resources

WHAT IS APPENDIX B?

Appendix B is a comprehensive list of the resources for learning Italian. The titles are listed alphabetically and each resource is annotated. In addition, Appendix B contains information on selecting learning resources for the classroom.

ABOUT THE ANNOTATIONS

Each title listed in this appendix includes the following information:

1. General Description
2. Media Format
3. Cautions
4. Curriculum Organizers
5. Grade Level
6. Category
7. Audience
8. Supplier
9. ISBN and Price

1. *General Description*

This section provides an overview of the resource.

2. *Media Format*

This section tells you what medium the resource is in. Possibilities include but are not limited to:

- Audio Cassette
- CD-ROM
- Film
- Games/Manipulatives
- Laserdisc/Videodisc
- Multimedia
- Music CD
- Print Materials
- Record
- Slides
- Software
- Video

3. *Caution*

This section tells teachers if the resource might raise any potentially sensitive issues.

4. *Curriculum Organizers*

This section tells teachers which curriculum organizer(s) the resource is most suited for.

5. *Grade Level*

This section indicates the suitable age range for the resource.

6. *Category*

This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.

7. *Audience*

This section indicates the suitability of the resource for different types of students. Possible student audiences include:

- general
- English as a Second Language (ESL)
- Students who are:
 - gifted
 - blind or have visual impairments
 - deaf or hard of hearing
- Students with:
 - severe behavioural disorders
 - dependent handicaps
 - physical disabilities
 - autism
 - learning disabilities (LD)
 - mild intellectual disabilities (ID-mild)
 - moderate to severe/profound disabilities (ID-moderate to severe/profound)

8. *Supplier*

This section gives the name and address of the supplier. Prices should be verified with the supplier.

9. ISBN and Price

This section gives the ISBN and price, when available, of the resource. The prices listed are those available at the time this IRP was written, and may change or vary according to the discretion of the supplier.

SELECTING LEARNING RESOURCES FOR THE CLASSROOM

Selecting a learning resource means choosing locally appropriate materials. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, co-ordinated at the school and district levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan. Resources must be evaluated through a local, board-approved process.

CRITERIA FOR SELECTION

There are a number of factors to review when selecting learning resources:

- content
- instructional design
- technology considerations
- social consideration
- media
- funding
- existing materials

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. It is the responsibility of the teacher to determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience. Teachers should also consider their own teaching styles and select resources that will complement them.

Technology Considerations

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

Social Considerations

Teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal “unseen worlds” to students. Software may be particularly useful when students are expected to develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition are factors. Print resources or CD-ROMs can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

Funding

As part of the selection process, teachers should determine how much money is available to spend on learning resources. This requires an awareness of school and district policies and procedures for learning resource funding. Teachers will need to know how funding is allocated in their district and how much is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning, to coordinate individual goals and local priorities.

Existing Materials

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, teachers can check the availability of a particular resource via computer.

A MODEL SELECTION PROCESS

The following series of steps is one way a school resource committee might go about selecting learning resources:

1. Identify a resource co-ordinator (e.g., a teacher-librarian).
2. Establish a learning resources committee.
3. Develop a school vision and approach to resource-based learning.
4. Identify existing learning resources.
5. Identify resource priorities.
6. Apply criteria such as those used by the Ministry of Education to shortlist potential resources.
7. Examine resources first-hand at a publishers’ display.
8. Make recommendations for purchase.

RESOURCES ICONS

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Audio Cassette



CD-ROM



Film



Games/Manipulatives



Laserdisc/Videodisc



Multimedia



Music CD



Print Materials



Record



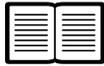
Slides



Software



Video



Alla scoperta dei quartieri italiani di Burnaby e Vancouver

General Description:

This locally developed resource consists of three lessons which aim to familiarize students with the Italian areas within Burnaby and Vancouver. The students are given tasks with the intention of having them go out into Italian communities, making the Italian studied within the confines of the classroom alive, read, and relevant today. Visual aids such as maps of the areas and various tables are included to assist students in accomplishing the task proposed.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

- Communicating
- Acquiring Information
- Understanding Culture and Society

Grade Level: 5-12, Introductory 11

Supplier: Italian School Administrator -
Italian Cultural Centre Society
3075 Slocan Street
Vancouver, B.C. V5M 3E4
Tel.: (604) 430-3337
italianschooladministrator@italianculturalcentre.ca

ISBN: n/a

Price: This resource is available free of charge from the supplier. There are no copyrights or photocopying restrictions.



Azzurro (Magazine)

General Description:

This resource is especially created for children of different ages who are beginning to study Italian. It includes various comic strips, attractive and interesting games and activities, and short articles.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: 5-8

Supplier: The Resource Centre
P.O. Box 190, Waterloo, Ontario, N2J 3Z9
Tel.: (519) 885-0826, Fax.: (519) 747-5629

ISBN: n/a

Price: n/a



Basic Italian Conversation

General Description:

This resource consists of a student’s textbook and a teacher’s guide, and uses a functional approach to building oral proficiency. The textbook is organized into 15 units which build language skills needed to function in a wide range of situations. Through dialogues and many role playing exercises, students can put into practice the language patterns and vocabulary needed when asking for and giving directions, shopping for food and clothing, and taking public transportation. Many photos, newspaper clippings, and other authentic materials from Italy and other Italian-speaking communities stimulate conversation and help illustrate how and when various language patterns are used.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

- Communicating
- Acquiring Information
- Understanding Cultural and Society

Grade Level: 9-12

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A., 60646-1975

ISBN: Textbook: 0-8442-8055-0
Teacher’s Guide: 0-8442-8056-9

Price: Textbook: \$ 19.16
Teacher’s Guide: \$ 6.80



Beginner’s Italian Reader

General Description:

This resources consists of a student reader and a teacher’s guide. The reader contains 27 light-hearted vignettes, each of which depicts everyday scenes and situations reflecting the culture, life-style, customs and traditions of today’s Italy. Each reading is followed by tongue-twisters, word puzzles, and other motivating exercises that aid comprehension. The teacher’s guide contains important cultural information, oral exercises, and supplementary exercises for further practice.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: 5-8

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 6064-1975

ISBN: Reader: 0-8442-8030-5
Teacher’s guide: 0-8442-8031-3

Price: Reader: \$ 8.40
Teacher’s Guide: \$ 6.80



Benvenuti in Italia / Welcome to Italy

General Description:

This unit is used by the Toronto International Curriculum and includes complete lesson plans. Activities in the unit include: the metaphors, constructing the map of Italy, the travel agency, games, art, monuments, an imaginary trip to Italy, riddles, games, and a written assessment.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓		

Curriculum Organizers:

Experiencing Creative Works
Understanding Culture and Society

Grade Level: 8, 9, 10 - Introductory 11

Supplier: Italian School Administrator -
Italian Cultural Centre Society
3075 Slocan Street
Vancouver, B.C. V5M 3E4
Tel.: (604) 430-3337
italianschooladministrator@italianculturalcentre.ca

ISBN: n/a

Price: This resource is available free of charge from the supplier. There are no copyrights or photocopying restrictions.



Bravo: Corso di lingua e civiltá, for beginning to advanced years

General Description:

This resource consists of a textbook and a set of cassette-tapes. It provides a variety of real life situations which form the base for exercises reinforcing communication, understanding Italian culture, and a progressive use of grammatical structures.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

Communicating
Acquiring Information
Understanding Culture and Society

Grade Level: 11 and 12

Supplier: Edizioni Scholastiche Bruno Mondadori

ISBN: 88-424-8031-2

Price: Book: \$32.00
3 Cassettes: \$ 39.00



Canada's Mirror - Italia allo specchio

General Description:

This resource is a monthly bilingual magazine which is published in Vancouver. It includes articles written in Italian and English, community announcements, current events within the Italian community, poetry by local personalities, advertisements, horoscopes, and information on local Italian TV and radio programming.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: 5-12, Introductory 11

Supplier: Fierro Productions
 5012 Smith Ave., Burnaby, B.C. V5G 2W5
 Tel./Fax.: (604) 451-3303

Price: \$ 1.99 per issue



Cantare l'italiano

General Description:

This resource, consisting of a textbook and audio-cassette, uses popular Italian songs to develop linguistic competence as well as to gain a greater understanding of the socio-cultural relationships between the Italian culture and the musical genre. Short biographies on singer-songwriters precede the actual text of the songs, which is followed by activities which aim in understanding culture as well as language structures.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

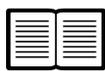
- Experiencing Creative Works

Grade Level: 5-12

Supplier: Guerra Edizioni - Perugia
 RUX guru s.r.l.
 P.O. Box PG - A/PO6124, Perugia (IT)
 Tel.: (075) 5270257, Fax.: (075) 5288244
 e-mail: guerra@pg.tecnonet.it
 WWW: http://www.guru.it

ISBN: 88-7715-045-9

Price: Book: \$ 20.00
 Cassette: \$ 15.00



**C'era una volta...il medioevo/
Once Upon a Time...In The
Middle Ages**

General Description:

This unit is used by the Toronto International Curriculum and includes complete lesson plans. Activities in the unit include: historical-geographical overviews, readings, life in the castle activities, a board game, projects, storytelling, art, a review, and a summary.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓			

Curriculum Organizers:

Understanding Culture and Society

Grade Level: 8, 9

Supplier: Italian School Administrator -
Italian Cultural Centre Society
3075 Slocan Street
Vancouver, B.C. V5M 3E4
Tel.: (604) 430-3337
italianschooladministrator@italianculturalcentre.ca

ISBN: n/a

Price: This resource is available free of charge from the supplier. There are no copyrights or photocopying restrictions.



Carte napoletane

General Description: This resource is one of the most famous types of Italian cards. Playing cards is fundamental to Italian social life. Students will be able to recognize the familiar suits of the Italian deck while practicing their numbers, as well as becoming acquainted with popular Italian card games.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓	✓	✓

Curriculum Organizers:

Understanding Culture and Society

Grade Levels: 8-12, Introductory 11

Supplier: Rife News Co. Ltd.
(Sole agent for Canada)
Concord, Ontario, L4K 4K1
Canada

ISBN: n/a

Price: n/a



Ciao! : Book 1

General Description:

This communicative text uses a wide variety of authentic documents and photographs to provide insights into the customs and culture of Italy. Book 1 focuses on Rimini and the ski centre of Foppolo, and provides activities relevant to a holiday or school trip to an Italian resort.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓	✓	✓

Curriculum Organizers:

Communicating
Acquiring Information

Grade Level: 8-12, Introductory 11

Supplier: Nelson Canada
1120 Birchmount Road
Scarborough, Ontario M1K 5G4, Canada

ISBN: 0-17-439224-9

Price: \$ 59.00



Ciao Italia (Magazine)

General Description:

This resource is especially created for beginning students of Italian. It is filled with games, comic strips, and short and interesting articles.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

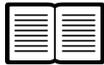
Communicating
Acquiring Information
Experiencing Creative Works
Understanding Culture and Society

Grade Level: 5-8, Introductory 11

Supplier: The Resource Centre
P.O. Box 190, Waterloo, Ontario, N2J 3Z9
Tel.: (519) 885-0826, Fax.: (519) 747-5629

ISBN: n/a

Price: n/a



Cinque belle fiabe italiane

General Description:

This resource provides an introduction to Italian folklore. It consists of five well-known fables which have been adapted in style and difficulty as to be appreciated by intermediate students of Italian. Exercises are included to stimulate conversation and written development.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

Experiencing Creative Works

Grade Level: 9-12

Supplier: NTC Publishing

4255 West Touhy Ave.

Lincolnwood, Illinois, U.S.A. 6064-1975

ISBN: 0-8442-8005-A

Price: \$ 10.95



Dentro l'italiano

General Description:

This CD-ROM program, which consists of three CD ROMs, enables the beginning to intermediate student to interact with dramatizations of everyday incidents, language games, and quizzes. Stationary and moving images, sounds and music, passages for reading and conversation offer a number of stimuli to learn Italian. The course is divided into three modules, each offering approximately 100 hours of self-paced study.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓	✓	✓

Curriculum Organizers:

Communicating

Acquiring Information

Understanding Culture and Society

Experiencing Creative Works

Grade Level:

CD-ROM 1: Grades 7, 8, Introductory 11

CD-ROM 2: Grades 9, 10

CD-ROM 3: Grades 11, 12

Supplier: Dida-el S.r.l.

Via Lamarmora, 3

20122 Milano, Italy

Tel.: (02) 55180042, Fax.: (02) 55181751

e-mail: didael@icil64.cilea.it

ISBN: n/a

Price: 3 CD-ROM set: \$ 1,400.00



Dire, fare, capire - livello elementare

General Description:

This resource, which consists of a student text, teacher's guide, and audio cassette, is based on the communicative approach to second language acquisition in which students first learn to speak before reading and writing. Activities allow students to use Italian in everyday situations which they would encounter in Italy. The text also deals with many cultural aspects of life in Italy.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓		

Curriculum Organizers:

Communicating
Acquiring Information

Grade Level: 9, 10

Supplier: Bonacci Editore,
Via Paolo Mercuri, 8
00193 Roma, Italia
Tel.: (06) 68300004, Fax.: (06) 68806382

ISBN: 88-7573-258-2

Price: Student Book: \$ 17.00
Teacher's Guide: \$ 12.00
Audiocassette: \$ 14.00



Discovering Italian 1 & 2 : An Italian Course For Beginning to Intermediate Years

General Description:

This two level comprehensive textbook stresses active participation in the use of Italian by the student. It contains a continuous story throughout, geographical and historical information, supplemental reading passages dealing with everyday situations, vocabulary lists, and grammar exercises. The text provides some stimulating situations for oral practice; however, it does not provide any authentic documents or listening activities.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

Communicating
Acquiring Information
Understanding Cultural and Society

Grade Level:

Book 1: Grades 9 & 10, Introductory 11
Book 2: Grades 11 & 12

Supplier: Copp Clark Ltd.
Missisauga, Ontario L4W 4P7
Tel.: (905) 238-6074
Fax.: (905) 238-6075

ISBN: Book 1: 0-582-68879-5
Book 2: 0-582-68843-4

Price: Book 1: \$ 37.38
Book 2: \$ 39.50



Due: corso comunicativo di italiano per stranieri - secondo livello

General Description:

This resource is the second part of a comprehensive programme based on the communicative-experiential approach to second language acquisition. It contains a wide range of activities and authentic resources which allow the student to use the language in a purposeful way, to perform real-life tasks, to share ideas, to acquire information, and get things done. The resource consists of a student text (containing activities and exercises), a teacher's guide, and three audio cassettes for listening comprehension.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

- Communicating
- Acquiring Information
- Understanding Culture and Society
- Experiencing Creative Works

Grade Level: 11, 12

Supplier: Bonacci editore
Via Paola Mercuri, 8
00193 Roma, Italia
Tel.: (06) 68300004, Fax.: (06) 68806382

ISBN: 88-7573-270-1

Price: Student Text: \$ 47.00
Teacher's Guide: \$ 37.00
3 Audiocassettes: \$ 50.00



Echi del nostro mondo

General Description:

This resource was created in Canada and thus relates Italian language and culture to the Canadian context. The books in this series contain songs, poetry, works by Canadian youth, as well as short readings. All elements examine the Italian culture in relation to the students' own culture, as well as exploring Italy and Canada using the Italian language.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level:

- Book 2: Grade 5
- Book 3: Grade 6
- Book 4: Grade 7
- Book 5: Grade 8

Supplier: Centro Canadese Scuola e Cultura Italiana
901 Lawrence Ave
Toronto, Ontario M6A 1C3
Tel.: (416)789-4970, Fax.: (416) 789-4246

ISBN: Book 2: 0-9690555-0-2
Book 3: 0-9690555-0-3
Book 4: 0-9690555-0-4
Book 5: 0-9690555-0-5

Price: Book 2: \$ 12.00
Book 3: \$ 12.00
Book 4: \$ 12.00
Book 5: \$ 12.00



ELLEMME (CDi)

General Description:

This resource is an interactive compact disc which contains a multimedia Italian language course which allows the students to learn interactively while solving problems, and asks the students to perform various activities of a highly communicative nature. Students follow the story of Osvaldo and Margherita and through the use of the Cdi remote, learners in pairs of small groups have a lot of fun while improving listening, speaking, and reading skills. Students can then practise writing skills by using the supplemental print materials (60 cards divided into 12 units).

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level:

- Level 1 (3 discs): Grades 5, 6
- Level 2 (4 discs): Grades 7, 8

Supplier: IARD Milano

Via Soncino 1, 20123 Milano, Italia
Tel.: (2) 864 515 82, Fax.: (2) 864 515 18

ISBN: n/a

Price: Level 1: \$ 885.00
Level 2: \$ 885.00



Everyday Situations in Italian

General Description:

This resource consists of 16 colourful transparencies and a Teacher’s Manual, and aims to help develop vocabulary and oral proficiency. The manual outlines how to use the transparencies to develop communication skills in Italian, under headings such as: introductions, cultural notes, vocabulary, factual questions, critical thinking questions, and supplemental activities.

Audience: General

Category: Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

- Communicating

Grade Level: 5-12, Introductory 11

Supplier: NTC Publishing

4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: n/a

Price: \$ 148.95



Filastrocche in cielo e in terra

General Description:

This resource is a delightful collection of poetry and rhymes which look at the world through the eyes of children. Some entries use a low level vocabulary, but all works invoke the imagination and fantasy of the reader.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

Experiencing Creative Works

Grade Level: 5-12, Introductory 11

Supplier: Giulio Einaudi editore
s.p.a. Torino, Italia

ISBN: 88-06-03345-X

Price: \$ 16.60



Forbici con fantasia

General Description:

This 2 volume resource provides drawings of costumes related to famous tales (Little Red Riding Hood), theatre (Commedia dell'Arte), flowers and animals (sunflower, cock), and famous characters from around the world. The beautiful images in Volume 1 are accompanied by a short description in Italian of the costume, while the second volume contains paper patterns of the most well-known characters, together with information about necessary equipment for sewing and useful tips about fabrics and tissues.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
							✓	✓	✓	✓		

Curriculum Organizers:

Experiencing Creative Works
Understanding Culture and Society

Grade Level: 7, 8, 9, 10, Introductory 11

Supplier: Edizioni Paoline srl
Cso Regina Margherita, 2 10153 Torino

ISBN: 88-215-2767-0

Price: \$ 42.00



Giochi e usanze di ogni paese

General Description:

This resource provides detailed instructions, which are visually reinforced, explaining games as well as arts and crafts from various countries from around the world: Europe (including Bulgaria, Denmark, France, Germany, Italy, Poland, Portugal, Romania, Russia, Spain), Asia (including China, the Philippines, Japan, India, Indonesia, Iran, Israel, Thailand), America (including Bolivia, Brasil, Canada, Columbia, Mexico, Peru, U.S.A.), Africa (including Algeria, Cameroon, Kenya, Madagascar, Morocco, Tunisia) and Oceania (Melanesia and Polynesia).

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

Understanding Culture and Society

Grade Level: 5-12, Introductory 11

Supplier: GIUNTI MARZOCCO

Via Bolognese, 165
50139 Firenze, Italy
Tel.: (055) 66791, Fax.: (055) 6679298

ISBN: n/a

Price: n/a



Il dizionario della lingua italiana di Giacomo Devoto e Giancarlo Oli

General Description:

This CD-ROM provides an updated dictionary of the Italian language, containing over 1600 images. The program is divided into categories for easy consultation, and places special focus on borrowed words.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

Communicating
Acquiring Information
Understanding Culture and Society

Grade Level: 5-12, Introductory 11

Supplier: Editoria Elettronica Editel srl

Casa Editrice Le Monnier, Firenze
Via Meucci 2a, Ponte a Ema
Bagno a Ripoli, Firenze (IT)
Tel.: (55) 64910

ISBN: n/a

Price: \$ 208.00



Il milione

General Description:

This edition of *Il Milione* by Marco Polo has been adapted for beginning students of Italian. The editors have restricted the vocabulary to 1200 frequently used words. A list of English idioms proceeds each chapter and the resource also includes an Italian-English glossary. Simple exercises are included to measure reading comprehension, and skill and proficiency in Italian.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

Experiencing Creative Works

Grade Level: 11, 12

Supplier: NTC Publishing

4255 West Touhy Ave.

Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-8024-0

Price: \$ 10.00



Il mio italiano

General Description:

This resource consists of three textbooks and workbooks and was created for use by elementary students learning Italian as a foreign language. This series was created in conjunction with teachers of Italian from various countries including Canada. The text includes poems, dialogues, descriptions, songs, and stories, and is accompanied by pictures and drawings. At the bottom of each page are listed all functions, structures, and idiomatic expressions stressed in that unit. The workbook allows students to personally interact with elements introduced in the text.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

Communicating

Acquiring Information

Understanding Culture and Society

Experiencing Creative Works

Grade Level:

Book 2: Grades 5, 6

Book 3: Grades 7, 8

Supplier: Giunti Marzocco Firenze

Via Bolognese, 165

50139 Firenze, Italy

Tel.: (055) 66701, Fax.: (055) 6679298

ISBN: 88-09-00290-3

Price: n/a



Incontri culturali

General Description:

This resource includes an examination of 51 “encounters” that commonly result in cross-cultural misunderstanding. The questions following each experience lead students to interpret why the misunderstanding has occurred. By working through four possible solutions, students sharpen their sensitivity to Italian culture.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

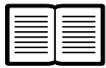
Communicating
Understanding Culture and Society

Grade Level: 11, 12

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-8006-2

Price: \$ 16.95



Io mi ricordo quieto patato...

General Description:

This resource is a collection of two books of poems for children, written by Piumini, a contemporary Italian author. It provides the ideal source for experiencing creative works.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
							✓	✓				

Curriculum Organizer:

Experiencing Creative Works

Grade Level: 7, 8

Supplier: Nuove Edizioni Romane
Pza Santa Cecilia, 18, Roma Italy

ISBN: 88-85990-36-3

Price: \$ 10.80



Italia

General Description:

This resource consists of one CD-ROM which allows the student to interact on a journey to explore some of the most interesting places in Italy. The programme includes photographs, drawings, and film clips as well as written articles which explore Italy's art, history, countryside, cuisine, and general points of interest.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓	✓	✓

Curriculum Organizers:

- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: 8-12, Introductory 11

Supplier: Opera Multimedia SpA
Via Lorenteggio 257
20152 Milano

ISBN: 88-86307-05-5

Price: n/a



Italian à la cartoon

General Description:

This collection of 101 cartoons by popular Italian artists aims at helping students learn grammar, vocabulary, and understand the language, culture, and people of Italy. Each cartoon caption is accompanied by vocabulary notes and an English translation. A brief table of common pronouns, important verbs, prepositions, and articles, as well as biographies of the cartoonists are all included in this resources.

Audience: General

Category: Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

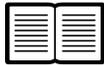
- Experiencing Creative Works

Grade Level: 9-12, Introductory 11

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-8073-9

Price: \$ 11.50



Italian Crossword Puzzles

General Description:

This resource consists of 32 crossword puzzles which are arranged in order of difficulty. Puzzles begin with clues in English and solutions in Italian, then move to clues in Italian and solutions in English, and finally, provide both clues and solutions in Italian.

Audience: General

Category: Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓	✓	✓

Curriculum Organizers:

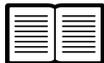
Communicating

Grade Level: 8-12, Introductory 11

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-8018-6

Price: \$ 27.95



Italian Grammar

General Description:

This resource contains a very reliable and functional Italian Grammar with several examples and with the support of English translations. It can be useful as a quick reference for teachers in case of any doubts or questions about grammar.

Audience: General

Category: Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

Communicating
Acquiring Information

Grade Level: 5-12, Introductory 11

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-3803-1

Price: \$ 7.95



**Italianissimo 1 (Beginners)
Italianissimo 2 (Intermediate)**

General Description:

This resource which is a fully integrated multimedia language program that consists of a student book, an annotated teacher's edition, audiocassettes, and videocassettes, aims to develop Italian communication skills and provides insights into daily life in Italy. This two-level program emphasizes the communicative competence using a functional, motivational method and two parallel approaches to grammar, relying heavily on English. Both *Italianissimo 1* and *2* are divided into two levels, each containing five thematic units. The fully integrated video and audio components provide cultural information and offer stimulating source materials for developing listening and speaking skills. The student books are filled with contemporary photos and illustrations along with communication models, key phrases, functional language patterns, meaningful and communicative practice exercises, vocabulary development, and cultural notes.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓	✓	✓

Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: Level 1: Grades 9, 10, Introductory 11
Level 2: Grades 11, 12

Supplier: International Tele-Film
5090 Explorer Drive, Suite 301
Mississauga, Ontario L4W 4T9
Tel.: (905) 629-3133, Fax.: (905) 629-1211

ISBN: Student book 1: 0-563-36470-X
2: 0-563-36421-1
Teacher's edition 1: 0-563-36470-X
Audiocassettes 1: 1 & 2: 0-563-40032-3
3 & 4: 0-563-40033-1
2: 1 & 2: 0-563-36937-X
Videocassettes: 1: B01665
2: B01701S

Price: Level 1 Set (videocassettes, audiocassettes, student book, teacher's edition): \$ 299.00
Level 2 Set (videocassette, audiocassettes, student book, teacher's edition): \$ 299.00



Italiano è bello!

General Description:

This resource is a communicative approach series created for Italian language and culture students living outside of Italy. Texts integrate language with vibrant pictures, as well as authentic resources. Texts includes many listening and speaking activities which are to be modelled by the teacher, as well as those aimed to improve reading and writing abilities.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

- Communicating
- Acquiring Information
- Understanding Culture and Society

Grade Level: Book 2: Grade 5
Book 3: Grade 6
Book 4: Grade 7
Book 5: Grade 8

Supplier: Editrice La Scuola - Brescia
Via Luigi Cadorna 11
25186 Brescia, Italy
Tel.: (030) 29931, Fax.: (030) 2993299

ISBN: Book 2: 88-350-8214-5
Book 3: 88-350-8215-3
Book 4: 88-350-8216-1
Book 5: 88-350-8217-X

Price: n/a



Italiano interattivo

General Description:

This resource is a CD ROM which is based on the communicative approach and offers a wide exposure to oral language and immediate feedback. Its creation was funded by the Commission of the European Communities and was coordinated by the University of Westminster. Through this resource, learners can explore topics such as: personal identity, family, house and home, geographical surroundings, travel and transport, holidays, food and drink, shopping, services, health and welfare, free time and entertainment, education and future career.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
							✓	✓				

Curriculum Organizers:

- Communicating
- Acquiring Information
- Understanding Culture and Society

Grade Level: 7, 8, Introductory 11

Supplier: Guerra Edizioni - Perugia
 RUX guru s.r.l.
 P.O.Box PG - A/P06124, Perugia (IT)
 Tel.: (075)5270257, Fax.: (075) 5288244

ISBN: n/a

Price: \$ 199.00



L'Eco d'Italia

General Description:

This resource is a locally published Italian community newspaper which services all of British Columbia. It includes current events articles from the International Press, as well as community announcements and advertisements, and schedules for local television and radio programming.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

- Acquiring Information
- Understanding Culture and Society

Grade Level: 5-12, Introductory 11

Supplier: L'Eco d'Italia
 #12-3983 East Hastings Street
 Vancouver, B.C. V5K 4Z7
 Tel.: (604) 294-8707

ISBN: n/a

Price: \$ 1.00 per issue



L'italiano praticamente

General Description:

This resource contains numerous and varied activities of a highly communicative nature. Activities stimulate spontaneous speaking for the intermediate and advanced student, while helping the beginner to synthesize early structures and fundamentals. This resource also includes ready-to-use supplemental materials, such as maps, cards, authentic articles and photos, which complement the activities.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

Communicating
Acquiring Information

Grade Level: 5-12, Introductory 11

Supplier: Guerra Edizioni - Perugia
RUX guru s.r.l.
P.O.Box PG - A/P06124, Perugia (IT)
Tel.: (075)5270257, Fax.:(075) 5288244

ISBN: 88-7715-156-0

Price: \$ 25.00



L'Italia racconta

General Description:

This collection of 20 stories and a drama represents the work of 19 different authors from the late 19th and 20th centuries. The stories are organized and presented according to each author's region of origin, helping to familiarize students with the geography of Italy as well as its literature. A biographical sketch precedes each selection. Written entirely in Italian, the book covers difficult words and expressions in side-glosses and footnotes. Exercises follow each selection to assure comprehension and to stimulate discussion.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

Experiencing Creative Works
Understanding Culture and Society

Grade Level: 11, 12

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-8714-8

Price: \$ 29.95



L'italiano vero

General Description:

This resource contains some authentic excerpts of contemporary Italian authors. Each unit is based on one piece of prose which involves reading, writing, communicating, and thinking, in addition to vocabulary and grammar structures. At several points in the text, advertising, cultural information, idioms, and interviews are introduced not only to inform the student but also to stimulate communication.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

- Communicating
- Acquiring Information

Grade Level: 9, 10, Introductory 11

Supplier: Edizioni Guerra - Perugia
 RUX guru s.r.l.
 P.O.Box PG - A/P06124, Perugia (IT)
 Tel: (075)5270257, Fax.: (075) 5288244

ISBN: 88-7715-161-7

Price: \$ 15.00



L'italiano vivo

General Description:

This resource is a collection of authentic documents – advertisements, newspaper and magazine articles, cartoons, menus – which promotes cultural understanding and language development as it puts students in direct contact with everyday Italian. Questions are included which are based on the text and elicit direct responses which draw on students’ knowledge of Italian words and structures.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

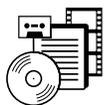
- Communicating
- Acquiring Information
- Understanding Culture and Society

Grade Level: 9-12, Introductory 11

Supplier: NTC Publishing
 4255 West Touhy Ave.
 Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-8105-0

Price: \$ 19.95



Langhe

General Description:

This resource is a videocassette on the Langhe, a famous landscape in the Piedmont region of Italy, which is well known for its wines and white truffles as well as for its writers such as Pavese and Fenoglio. The video is accompanied by a book which is an anthology of various texts such as short stories, poems, and essays from contemporary authors who, in different ways, are connected with the Langhe.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

Experiencing Creative Works
Understanding Culture and Society

Grade Level: 11, 12

Supplier: Giulio Einaudi editore,
s.p.a. Torino

ISBN: 88-06-12360-2

Price: n/a



**Le donne, i cavallieri, l'arme,
gli amori / Maidens, Knights,
Power, Love**

General Description:

This unit is used by the Toronto International Curriculum and includes complete lesson plans. Activities in the unit include: a board game, riddles, storytelling activities, book writing, a dramatic production, movie projection, "The Historian Game," and various activity sheets.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓			

Curriculum Organizers:

Experiencing Creative Works

Grade Level: 8-9

Supplier: Italian School Administrator -
Italian Cultural Centre Society
3075 Slocan Street
Vancouver, B.C. V5M 3E4
Tel.: (604) 430-3337
italianschooladministrator@italianculturalcentre.ca

ISBN: n/a

Price: This resource is available free of charge from the supplier. There are no copyrights or photocopying restrictions.



Le patenti A e B (e relative sottocategorie)

General Description:

This authentic resource is a comprehensive study guide for the Italian government exam for receiving an Italian driver's license. It includes sections which pertain to rules of the road, street markings, street signs, first aid, and the mechanics of a car.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
										✓	✓	✓

Curriculum Organizers:

Acquiring Information

Grade Levels: 10, 11, and 12

Supplier: ESSEBI Italia s.r.l. - Milano
Via Watt 37
Tel.: (02) 81.09.41
Fax.: (02) 81.09.42

ISBN: n/a

Price: \$ 14.00



Leggiamo e conversiamo - livello avanzato

General Description:

This resource contains humorous stories and anecdotes dealing with daily life in Italy, to be read individually or in class. Each story is followed by exercises for testing comprehension and questions for stimulating group conversations and discussion. Each story is also followed by a list of Italian idioms.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

Communicating
Understanding Culture and Society

Grade Level: 11, 12

Supplier: Bonacci Editore, Roma
Via Paolo Mercuri, 23
00193 Roma, Italia
Tel.: (06)6865995, Fax.: (06)6540382

ISBN: 88-7715-217-6

Price: \$ 20.00



Mercante in Fiera

General Description:

This popular Italian card game consists of two decks of specialized cards with words and pictures on them. The objective of the game is to match identical cards. This game will help students learn the names of different objects, animals, and people.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
✓				✓	✓	✓	✓	✓	✓	✓	✓	

Curriculum Organizers:

Acquiring Information
Understanding Culture and Society

Grade Level: 5-12, Introductory 11

Supplier: Dal Negro
Treviso, Italy

ISBN: n/a

Price: n/a



Musica è... / Music is...

General Description:

This unit is used by the Toronto International Curriculum and includes complete lesson plans. Activities in the unit include: short readings, problem-solving activities, song appreciation and comments, follow-up activities, role-playing an interview, identifying a favourite song, song composition, optional songs, and unit assessment.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓			

Curriculum Organizers:

Experiencing Creative Works

Grade Level: 8, 9

Supplier: Education Office - Consulate General of Italy
Supplier: Italian School Administrator -
Italian Cultural Centre Society
3075 Slocan Street
Vancouver, B.C. V5M 3E4
Tel.: (604) 430-3337
italianschooladministrator@italianculturalcentre.ca

ISBN: n/a

Price: This resource is available free of charge from the supplier. There are no copyrights or photocopying restrictions.



Muzzy

General Description:

This resource is a BBC produced video in cartoon form, aimed at younger children. It follows an alien, Muzzy, as he lands on earth and learns how to communicate in Italian. The video is divided into numerous segments, and includes colourful characters and catchy tunes.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓						

Curriculum Organizers:

- Communicating
- Aquiring Information
- Experiencing Creative Works

Grade Level: 5, 6

Supplier: School 2000, Philips Media Systems
7185 Vista Drive
West Des Moines, IA 50266-9313

ISBN: n/a

Price: \$ 98.00



Parlare in italiano

General Description:

This resource contains short stories, dialogues, and cassette recordings intended to stimulate conversation in the class. Some passages are extracted from well-known works, while others are invented. The stories are followed by exercises which reinforce some grammar structure and comprehension of the texts.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
										✓	✓	✓

Curriculum Organizers:

- Communicating
- Understanding Culture and Society

Grade Level: 10, 11, 12, Introductory 11

Supplier: Edizioni Guerra - Perugia
Rux guru s.r.l.
P.O. BOX - A/P 06124
Perugia, Italy
Tel.: (011-39-75) 527.02.58, Fax.: (011-39-75) 528.82.44

ISBN: 88-7715-217-6

Price: \$ 22.50



Parliamo insieme

General Description:

This resource is specifically aimed at students of Italian who want to improve their communication skills. It contains lively, stimulating material for oral interactions. The 21 units feature activities ranging in difficulty from intermediate to advanced levels. Each is designed to give students the language strategies and vocabulary needed to communicate effectively in everyday situations. The activities cover a wide variety of topics, helping to build students' confidence in talking freely and at length in Italian.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

Communicating

Grade Level: 11, 12

Supplier: Cambridge University Press

40 West 20th Street
New York, NT 10011-4211, USA

ISBN: 00-521-35656-3



Parliamo insieme l'italiano

General Description:

This resource consists of 5 textbooks and workbooks, of which levels 2-5 have been considered suitable for inclusion. All textbooks contain appropriate situations for oral practise, like dialogues, songs, and games, however, they contain very few photos and authentic documents. The workbooks offer a wide range of exercises aiming to reinforce the grammar structures and comprehension of the texts.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

Communicating
Acquiring Information
Experiencing Creative Works
Understanding Culture and Society

Grade Level: Book 2: Grade 5

Book 3: Grade 6

Book 4: Grade 7

Book 5: Grade 8

Supplier: Editrice Giunti Marzocco - Firenze

Casella Postale 4070
Via Bolognese 166, 50139 Firenze, Italia
Tel.: (055) 66791, Fax.: (055)6679298
WWW: <http://guru.it>

ISBN: Book 1: Textbook 88-09-00297-0,

Workbook 88-09-60539-X

Book 2: Textbook 88-09-00298-9,

Workbook 88-09-60540-3

Book 3: Textbook 88-09-00299-7,

Workbook 88-09-60541-1

Book 4: Textbook 88-09-00724-7,

Workbook 88-09-00726-3

Book 5: Textbook 88-09-00725-5,

Workbook 88-09-00727-1

Price: n/a



Parole per parlare

General Description:

This is a very simple and practical resource which can be used as a supplemental resource. It is divided into 13 units based on various themes regarding everyday Italian life, fashion, and social life. There are three additional units which can be used for review units by both the teacher and student. The student text is accompanied by a teacher's guide as well as a cassette tape for listening activities.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓		

Curriculum Organizers:

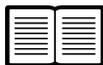
Communicating
Acquiring Information
Understanding Culture and Society

Grade Level: 9, 10, Introductory 11

Supplier: Edizioni Guerra - Perugia
Rux guru s.r.l.
P.O. BOX - A/P 06124
Perugia, Italy
Tel.: (011-39-75) 527.02.58, Fax.: (011-39-75) 528-82-44

ISBN: 88-7715-204-4

Price: \$ 17.00



Pensiamoci... / The Teenage Years: Values and Issues

General Description:

This unit is used by the Toronto International Curriculum and includes complete lesson plans. Activities in the unit include: reading related stories, a discussion about "someone to go to," a board game, grammar aspects such as reflexive verbs, adjectives, direct and indirect speech.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓		

Curriculum Organizers:

Communicating
Understanding Culture and Society

Grade Level: 8-10

Supplier: Italian School Administrator -
Italian Cultural Centre Society
3075 Slocan Street
Vancouver, B.C. V5M 3E4
Tel.: (604) 430-3337
italianschooladministrator@italianculturalcentre.ca

ISBN: n/a

Price: This resource is available free of charge from the supplier. There are no copyrights or photocopying restrictions.



Practical Vocabulary Builder

General Description:

This resource consists of a 32 page teacher’s guide followed by 32 blackline masters. The illustrations reflect essential everyday situations, focusing on real-life applications of practical vocabulary. The teacher’s guide provides a complete vocabulary list and suggests procedures for work with each of the masters.

Audience: General

Category: Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓		

Curriculum Organizers:

Communicating

Grade Level: 5-10, Introductory 11

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-9018-1

Price: \$ 27.95



Pro e contro - conversare e argomentare in italiano

General Description:

This highly communicative text contains 24 contemporary, interesting, and engaging debate topics (e.g., smoking in public places, life with the internet, etc.). Each topic is accompanied by a series of actual, authentic newspaper articles, data and other documents, all of which reveal varied perspectives on each topic. There are also 10 to 15 proposed arguments for both the pro and con sides of the topic.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
										✓	✓	✓

Curriculum Organizers:

Communicating
Acquiring Information

Grade Level: 10, 11, 12, Introductory 11

Supplier: Bonacci Editore, Roma
Via Paola Mercuri, 8
00193 Roma, Italia
Tel.: (06)68300004, Fax.: (06)68806382

ISBN: Student’s Book: 88-7573-325-2
Teacher’s Guide: 88-7573-333-3

Price: Student’s Book: \$ 14.00
Teacher’s Book: \$ 8.50



Qui Italia

General Description:

This resource consists of a student text, a student workbook, and a cassette tape. Each theme centered unit provides a variety of activities based on the practical applications of the language, which involve oral comprehension, oral practice, written comprehension and written practice.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: 9-12, Introductory 11

Supplier: Casa Editrice Felice Le Monnier Firenze
2a Via Meucci, Ponte a Ema
Bagno a Ripoli, Firenze, Italy
Tel.: (055) 64910

ISBN: 88-00-85247-5

Price: Student Text: \$30.00
Exercise Book: \$17.00
Audiocassette: \$14.00



Ragazzi (Magazine)

General Description:

This resource is intended for students with at least two years knowledge of Italian. The magazine includes such items such as comic strips, games, articles, and fun activities, with the meaning of basic words and sentences in monolinugal glossories.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

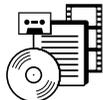
Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: 9-12, Introductory 11

Supplier: The Resource Centre
P.O. Box 190, Waterloo, Ontario, N2J 3Z9
Tel.: (519) 885-0826, Fax.: (519) 747-5629

ISBN: n/a



Sistema elle

General Description:

This resource is an integrated package which is comprised of linguistic, sociolinguistic, and psycholinguistic elements. Each level is contained in a box which consists of games for the entire class, a manual for the teacher which explains the activities included as well as giving other possible activities, audiocassettes, and a text book and workbook for the student. Each level is also divided into five: personal identity, social surroundings, natural surroundings, the world of the imagination, and integrated resources.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: Level 2: Grades 5 and 6
Level 3: Grades 7 and 8

Supplier: Editrice Giunti Marzocco - Firenze
Casella Postale 4070
Via Bolognese 166, 50139 Firenze, Italia
Tel.: (055) 66791, Fax.: (055) 6679298
www: <http://guru.it>

ISBN: Level 2: 88-09-60425-3
Level 3: 88-09-60511-X

Price: Level 2: \$ 150.00
Level 3: \$ 150.00



The Italian Way

General Description:

This teacher handbook describes how people from every corner of Italy think, do business, and act in their daily lives. Organized alphabetically, the 84 commentaries on cultural characteristics familiarize teachers with the varying ways in which the Italian celebrate holidays, interact with one another, eat, dress, and more.

Audience: General

Category: Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

- Understanding Culture and Society

Grade Level: 5-12, Introductory 11

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-8072-0

Price: \$ 17.95



Tombola

General Description:

This Italian version of the popular game 'Bingo,' is an excellent way for students to become more familiar with numbers in Italian. It is an interesting and enjoyable authentic Italian game for children of all ages.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizer:

Acquiring Information

Grade Level: 5-12, Introductory 11

Supplier: Giochi d'abilità

Via Curiel, 54
20050 Mezzago (MI) Italy

ISBN: n/a

Price: n/a



Tra noi

General Description:

This resource includes excellent visual texts as well as authentic resources, which integrate Italian culture and daily life. Each level is comprised of a workbook, textbook, and audio cassette. The workbook provides students with extra activities which include crossword puzzles, matching and writing activities, as well as tests which can be used either by the student as a self-assessment, or by the teacher as formal assessment.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

Communicating
Acquiring Information
Experiencing Creative Works
Understanding Culture and Society

Grade Level: Level 2: Grades 5 and 6
Level 3: Grades 7 and 8

Supplier: Istituto della Enciclopedia Italiana G.

Treccani
Piazza dell'Enciclopedia Italiana
00186 Roma
Tel.: (6) 68982641

ISBN: n/a

Price: n/a



Tra noi: Letture - Storie d'Italia

General Description:

This resource is intended for teacher use, although segments may also be appropriate for student use. The two little booklets contain works by noted writers, and includes poems, rhymes, and short stories all around the central theme of Italy, its peoples, cities, and peculiarities.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓	✓	✓	✓	✓

Curriculum Organizers:

Experiencing Creative Works
Understanding Culture and Society

Grade Level: 5-12, Introductory 11

Supplier: Istituto della Enciclopedia Italiana G. Treccani
Piazza della Enciclopedia Italiana, 00186
Roma
Tel.: (6) 68982641

ISBN: n/a

Price: n/a



Tutti insieme (Magazine)

General Description:

This resource is intended for teenagers and young adults with at least three years knowledge of Italian. Included are articles on a variety of interesting topics, including music, science, sports and movies, all which embrace group discussion and reinforce student motivation.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

Communicating
Acquiring Information
Experiencing Creative Works
Understanding Culture and Society

Grade Level: 9-12, Introductory 11

Supplier: The Resource Centre
P.O. Box 190, Waterloo, Ontario, N2J 3Z9
Tel.: (519) 885-0826, Fax.: (519)747-5629

ISBN: n/a

Price: n/a



Uffizi (Virtual Museums Series)

General Description:

This resource is a CD-ROM which invites students to walk through, discover, and learn about the priceless and timeless works of art housed at the world famous Uffizi Galleries in Florence, Italy.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

Experiencing Creative Works
Understanding Culture and Society

Grade Level: 11, 12

Supplier: Opera Multimedia S.p.A.
Via Lorenteggio, 257
20152 Firenze, Italia
e-mail: opera_multimedia@iol.it

ISBN: n/a

Price: n/a



Un proverbio al giorno

General Description:

This resource, comprised of a workbook and a teacher’s manual, consists of well-known Italian proverbs and idiomatic expressions which are explored and compared to their English counterparts. These are accompanied by a wide range of written and oral exercises which are based on receptive/perceptual skills and productive ones. The proverbs and idiomatic expressions are broken up into their constituent semantic categories, so that the learner can come to grasp and acquire the structure of figuration in Italian progressively and methodically.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
											✓	✓

Curriculum Organizers:

Experiencing Creative Works
Understanding Culture and Society

Grade Level: 11 and 12

Supplier: University of Toronto Press
Toronto, Canada

ISBN: Workbook: 0-8020-7678-5
Teacher’s Manual: 0-8020-7379-4

Price: Workbook: \$ 19.95
Teacher’s Manual: \$ 24.95



Uno - corso comunicativo di italiano per stranieri - primo livello

General Description:

This resource is the first part of a two level comprehensive programme based on the communicative-experiential approach to second language acquisition. It contains a wide range of activities and authentic materials, which allow the student to use the language in a purposeful way, to perform real-life tasks, to share ideas, to acquire information, and to get things done. The programme is comprised of a student text, an activity and exercise book, a teacher's guide, and a set of cassette tapes.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓		

Curriculum Organizers:

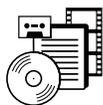
- Communicating
- Acquiring Information
- Understanding Culture and Society
- Experiencing Creative Works

Grade Level: 9, 10, Introductory 11

Supplier: Bonacci editore
Via Paola Mercuri, 8
00193 Roma, Italia
Tel.: (06) 68300004, Fax.: (06) 68806382

ISBN: 88-7573-241-B

Price: Student Text: \$ 44.00
Exercise Book: n/a
Teacher's Guide: \$ 29.00
Audiocassettes: \$ 34.00



Viva l'italiano

General Description:

This video series, which is accompanied by a teacher's guide, is produced by the Italian Television Corporation (RAI) and contains four video cassettes which are divided into two levels. The first level deals with topics such as personal identity, greetings, self-discovery, the weather, toys and games, and numbers. The second level deals with topics such as social interactions, the environment, and decision making. The resource explores these topics through the use of real-life scenes filmed on location in Italy, as well as puppets and cartoon characters.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓				

Curriculum Organizers:

- Communicating
- Acquiring Information
- Experiencing Creative Works
- Understanding Culture and Society

Grade Level: Level 1: 5 and 6
Level 2: 7 and 8

Supplier: Edizioni Guerra - Perugia
Rux guru s.r.l.
P.O. BOX PG - A/P 06124, Perugia, Italy
Tel.: (075) 5270257, Fax.: (075) 5288244

ISBN: Teacher's Guide: 88-7715-127-7
Videocassettes: n/a

Price: Set of videocassettes with both levels and the teacher's guide: \$ 400.00



Voci d'Italia Series

General Description:

The *Voci d'Italia Series* is a three-volume series featuring a collection of writings by well known Italian journalists, authors, and poets. Each text includes an array of fascinating photographs and illustrations. Readings are accompanied by explanatory notes, with a wide variety of exercises to strengthen reading and conversation skills. An Instructor's Answer Key for the series contains solutions to exercises in the texts. The first book in the series, *Italia in prospettiva* includes 63 readings organized into five chapters which consist of readings encompassing description, narration, poetic expression, dialogue, and factual writing by authors such as Calvino, Pavese, Ginzburg, and Montale. The second book in the series, *Immagini d'Italia* includes 50 readings on diverse themes such as the sense of time, travel, urban life, the countryside, and the myths and realities of Italian life. The third book in the series, *Italia allo specchio* or *Voci d'Italia* consists of 38 readings which range from falling in love, adolescents, responsibilities associated with adulthood, job prospects, and free time activities such as hobbies, sports, and vacations.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
									✓	✓	✓	✓

Curriculum Organizers:

Experiencing Creative Works
Understanding Culture and Society

Grade Level: 9, 10, 11, 12

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: Book 1: 0-8442-8091-7
Book 2: 0-8442-8092-5
Book 3: 88-424-8029-0
Answer Key: 0-8442-8094-1

Price: Book 1: \$ 21.95
Book 2: \$ 21.95
Book 3: \$ 21.95
Answer Key: \$ 8.95



Zanichelli - New College Italian and English Dictionary

General Description:

This dictionary contains more than 74,000 entries, and includes definitions of scientific, technical, and business terms, a table of 170 irregular verbs, and a Guide to Pronunciation. Special sections are also included, such as common abbreviations, monetary systems, weights and measures, first names, family names, and proverbs.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K	1	2	3	4	5	6	7	8	9	10	11	12
								✓	✓	✓	✓	✓

Curriculum Organizers:

Communicating
Acquiring Information
Experiencing Creative Works
Understanding Culture and Society

Grade Level: 8-12, Introductory 11

Supplier: NTC Publishing
4255 West Touhy Ave.
Lincolnwood, Illinois, U.S.A. 60646

ISBN: 0-8442-8449-1

Price: \$ 33.56



APPENDIX C

Assessment and Evaluation

INTRODUCTION

Learning outcomes, expressed in measurable terms, provide the basis for the development of learning activities and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular target language program. The final section, “Generic Tools,” provides assessment and evaluation aids useful for a broad range of activities.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student’s performance based on specific learning activities. When a student’s program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student’s performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the target language.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting

criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make

explicit the link between evaluation and learning outcomes, criteria, and assessment. Where a student’s performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

- Step 1** Identify the expected learning outcomes (as stated in this Integrated Resource Package).
- Step 2** Identify the key objectives for instruction and learning.
- Step 3** Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** Provide examples of the desired levels of performance.
- Step 7** Implement the learning activities.
- Step 8** Use various assessment methods based on the particular assignment and student.
- Step 9** Review the assessment data and evaluate each student’s level of performance or quality of work in relation to criteria.
- Step 10** Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** Report the results of the evaluations to students and parent.

PORTFOLIOS

A portfolio is a purposeful collection of a student's work that shows the student's effort, progress, and achievement over time. Portfolios can be designed for a variety of purposes. They can motivate students, encourage parental participation, and provide direct evidence of student progress.

Before using a portfolio approach to evaluation, the teacher should consider the following questions:

- What are the applied tasks for which the portfolio will serve as a record?
- What should be included in a portfolio?
- In what ways should students be involved in the process?

A planning sheet can be used by the teacher and student for determining and clarifying the purpose, design, and construction of a student portfolio.



APPENDIX C

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

Learning Outcomes

This part identifies the organizer or organizers and the specific learning outcomes selected for the sample.

Overview

This is a summary of the key features of the sample.

Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

Defining the Criteria

This part illustrates the specific criteria (based on learning outcomes), the assessment task, and various reference sets.

Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in second-language instruction.

- Sample 1: Grade 5
Alla scoperta delle origini familiari
Page D-11
- Sample 2: Grade 6
Racconti
Page D-16
- Sample 3: Grade 7
Album del vestiario personale
Page D-22
- Sample 4: Grade 8
Correspondenza con pari in Italia
Page D-27
- Sample 5: Grade 9
I miei hobbies, passatempi e attività preferite
Page D-31

- Sample 6: Grade 10
Amicizie
Page D-39
- Sample 7: Grade 11
Pubblicità sulle riviste
Page D-44
- Sample 8: Grade 12
Crimini e violenze
Page D-47

SAMPLE 1: GRADE 5

Topic: Alla scoperta delle origini familiari

LEARNING OUTCOMES:

Communicating

It is expected that students will:

- communicate personal information orally with brief and simple messages

Understanding Culture and Society

It is expected that students will:

- identify elements of their own and their classmates' cultural backgrounds

The teacher also assessed students' attitudes and added relevant learning outcomes from social studies (multiculturalism) and fine arts (illustrations, poster design).

OVERVIEW

The teacher developed a 10- to 12-lesson unit in which students explored their family origins. The unit provided opportunities for integration with fine arts (illustration and poster design) and social studies (multiculturalism). Evaluation was based on:

- posters describing the places of origin of students' family members (Passport Posters)
- oral presentations of the Passport Posters
- learning log responses

PLANNING FOR ASSESSMENT AND EVALUATION

The teacher presented several activities during this unit. The goals for the day were discussed at the beginning of each class. Students assessed their achievements using daily logs (see the "Generic Tools" section

of this appendix). The teacher focussed observations on the lesson goals and frequently reviewed students' logs.

- Students identified and listed the countries of origin of their families. The teacher recorded the information and the corresponding languages (in Italian) on charts and added them to the class word bank. This created a reference for students. Students then practised giving their names and their families' origins. (e.g., *Mi chiamo _____ . La mia famiglia viene da _____ .*)
- The class examined and discussed a variety of actual passports. They listed the kinds of information included and talked about the function of passports.
- The teacher presented a Personal Information Sheet that consisted of this pre-framed outline:

M chiamo _____ .

Ho _____ anni.

La mia nazione d'origine é _____ .

Sono nato/a a _____ (specific place).

Io parlo _____ .

I simboli della nazione: _____ .

The class practised using the structures by completing a sample Personal Information Sheet. Then they brainstormed a list of useful words and expressions and practised interviewing partners to find out information about them. Their interview questions were often single-word cues such as *Nome? Età? Nazione?* They took turns introducing their partners to the class, using this structure: *Questo é il mio compagno _____ . Lui/lei parla _____ .*

- Students wrote their places of origin on a blank map. They played games to practise and reinforce vocabulary.

- The class created a word bank of languages with headings in Italian. They collected information from people they knew, as well as dictionaries and library resources, including CD-ROMs.
- Students each interviewed three family members to find out more about their families' places of origin. Before starting, the teacher explained that the interviews would be the basis for their Passport Posters and encouraged students to involve extended family in order to collect a wide range of information. Students used the following pre-framed outline:
Questo é il mio _____ .
Lui/lei parla _____ .
Lui/lei ha _____ anni.
La nazione da cui lui/lei proviene é _____ .
Simboli della nazione: _____ .
- Students used the class word bank to represent the information from their interviews in the target language. They practised presenting this information and elicited peer feedback from partners and small groups.
- Students brainstormed five Italian phrases or words they would like to learn in other languages (e.g., *good morning, thank you*). They collaborated to find the words in as many languages as possible and used the words to create word splashes (posters showing the same expression in a variety of languages) for a classroom display.
- Using the results of their family interviews, each student designed three Passport Posters (one for each family member). Each poster included:
 - a written description of relationship, name, age, country of origin, and language spoken
 - a photograph or drawing of the family member
 - illustrations of some of the symbols of the countries of origin

Students were also encouraged to design passport stamps. (Students discussed some of the design features and techniques as part of their fine arts activities.)
- In Italian, students presented their posters to the class. After each presentation, the teacher asked questions to encourage the class to listen for key information. (e.g., *Che lingua parla la famiglia di _____?*)
- Students used the following learning log headings to reflect on what they had learned:
 - Things I Learned About Members of My Family
 - Things I Learned About My Classmates
 - Things I Noticed About Different Languages
 - Something That Surprised Me
 - Things I'd Like to Know More About

Language	Country	“Good Morning”
Swahili	Kenya	"Jambo"

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria. The teacher ensured that students knew that their learning log responses would be evaluated for evidence of their awareness of and knowledge about cultural backgrounds.

Passport Poster

- information is accurate, complete, and relevant (includes relationship, name, age, country of origin, language, and a symbol)
- information is clearly presented (easy to follow and understand)
- symbols are appropriate for the countries identified

(The illustrations and graphic design were assessed as part of fine arts.)

Oral Presentation

- correctly uses the structures and frames provided
- pronunciation is approximate (most words can be understood with some effort)
- pauses tend to be at the end of a sentence or phrase
- uses mime, gesture, and props to help convey meaning
- attempts to self-correct
- listens attentively to other students

Learning Log

- entries show an awareness of and interest in student’s own cultural background and those of classmates

**ASSESSING AND EVALUATING
STUDENT PERFORMANCE**

The teacher used rating scales to determine the extent to which students were able to demonstrate learning outcomes identified at the beginning of the unit. Different rating scales were used for students' posters, oral presentations, and final learning log entries.

The class discussed the rating scales before students began their assignments, and all students were given copies of the scales. The same rating scales were adapted for other performance tasks throughout the year. For example, the rating scale for the oral presentation was used frequently for other oral assignments.

Passport Poster

Note: The illustrations and graphic design were assessed as part of fine arts.

Rating	Criteria
Outstanding	Extends the requirements of the assignment to demonstrate additional learning. Complete information about all three family members is provided in the target language. The information goes beyond the specific frames and information outlined by the teacher. Symbols are appropriate to the cultures identified.
Very Good	Complete and accurate; uses the structures and vocabulary provided to present the required information about all three family members. Symbols are appropriate to the cultures identified.
Satisfactory	Includes most of the required information about each family member. May omit some information or make errors (e.g., an inappropriate translation or Anglicism). Symbols may be somewhat general or difficult to understand.
Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

Learning Log

Note: Students knew in advance that their learning logs would be evaluated for evidence of awareness and knowledge about cultural backgrounds. The teacher wrote a brief comment to each student and included a summary judgment.

Rating	Criteria
Detailed	Response is detailed and shows evidence of some reflection. Moving toward thorough understanding.
Aware	Shows awareness and interest. Tends to focus on obvious aspects and may not include much detail.
Partial	Responses are relevant but tend to be brief and often vague. Typically not elaborated; little detail.

Oral Presentation

Note: Communication of meaning is the most important consideration.

Rating	Criteria
Outstanding	Presents the information on the poster, typically reciting carefully rehearsed expressions and structures. Clearly makes an attempt to speak Italian, and the result is comprehensible without much effort on the part of the listener. Pauses tend to be at the end of phrases or sentences. Shows awareness of his or her speech and attempts to self-correct (often by restarting a sentence or phrase).
Good	Reads or recites the information on the poster, possibly including an introductory or concluding phrase. (e.g., <i>Questo é la mia famiglia.</i>) Most parts are easily understood, given the context. Pauses frequently and may restart in the case of a blatant pronunciation error. May ask for confirmation after a particularly challenging word or phrase.
Satisfactory	Reads or recites the information on the poster and attempts to provide accurate target-language pronunciation of patterns that have been practised in class. The result tends to mix Italian and English pronunciations (sometimes within a single word) but is comprehensible with some effort on the part of the listener (the teacher may understand easily; students may have a great deal of difficulty). Pauses frequently and tends to focus on individual words.
Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

SAMPLE 2: GRADE 6

Topic: Racconti

Note: This sample unit is based on the story *Le Chandail* (“The Hockey Sweater”), read in French. A similar approach, perhaps with modification to suit availability of resources and the nature of the Italian language, would work for a story in Italian.

LEARNING OUTCOMES:***Communicating***

It is expected that students will:

- share preferences and interests

Acquiring Information

It is expected that students will:

- extract specific information from age-appropriate Italian resources to complete authentic tasks, and convey the information orally and visually

Experiencing Creative Works

It is expected that students will:

- view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways

Understanding Culture and Society

It is expected that students will:

- identify elements of Italian culture that are different from or similar to their own

In addition to these outcomes, the teacher assessed students’ attitudes and participation.

OVERVIEW

The teacher developed a series of activities based on the story *Le Chandail*, by Roch Carrier. This same model can be adapted by the teacher in reference to an Italian short story, with, of course, using Italian instead of French. The activities took place over four 40-minute periods. Evaluation was based on:

- story illustrations with captions
- oral presentations of sports posters
- journal responses (in English) to the story

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher asked students to name sports and physical activities they enjoy, and recorded their responses in French on a classroom chart. Important vocabulary resulting from this activity was also added to a word bank. The teacher divided the class into groups of three or four students. Each group chose a sport or activity and researched three to five words (mostly cognates) related to the sport. Resources included classroom dictionaries as well as the teacher. The sports-related words were added to the class word bank.
- In English, the teacher prompted a discussion of sports and culture by posing questions that encouraged students to talk about their prior knowledge and connect the lesson activities to their personal experiences. For example:
 - What sports do you watch? Do you have teams that you usually cheer for?
 - How many of you own a piece of clothing with a sports logo? What sports are represented? What teams?

- In French, the teacher listed some of the most popular teams and logos on a chart, then invited students to talk about why some sports and teams are more popular than others. Questions included:
 - Why are these teams so popular?
How do people choose the teams they cheer for?
 - Are some teams or sports more popular with girls than with boys? With older people? With younger people? Do you and older members of your family cheer for the same teams?
 - What makes some sports more popular in some cities, provinces, or countries than in others?
 - The teacher then focussed the discussion on hockey, posing questions such as:
 - Why is hockey so popular in Canada?
 - What teams are most popular now?
 - If you lived in Toronto, what hockey team would you most likely cheer for? What if you lived in Montréal?
- The teacher explained that they were going to watch a French-language video about a boy who loved hockey and whose favourite team was the Montréal Canadiens. Students predicted some of the French words and phrases they might hear, and the teacher listed these on the chalkboard. Students also speculated about other words that might be helpful, and the teacher made a short list of unfamiliar French words that students might listen for. The teacher explained that they should focus on a few key questions and provided each student with the following list:
- Who are the characters?
 - Where does the story take place?
 - What is the story about?
 - What is the problem in the story?
 - What feelings or emotions do you get from the story?
 - How does the story end?
- The teacher showed the video *Le Chandail*. Students watched the video once. They then formed groups of four to discuss what they had seen. Each group listed the main things it noticed and posed some questions about parts not understood. The class watched the video a second time, looking for cues that would help answer their questions. They then discussed the story as a class, focussing on answering the question: What happened?
 - During the next class, students watched the video a third time. This time, the teacher asked students to focus on cultural elements by asking questions such as: What differences are there between the boy's life in this story and your life? After listing what they noticed, students considered which differences were caused by the *time* in which the story took place (when their grandparents were children) and which differences were connected with the *place* where the story happened (Québec).
 - Students worked in pairs to each choose and illustrate a line from *Le Chandail* from a list provided by the teacher. The teacher also made copies of the book available. Students presented their illustrations and read the captions to the class.
 - Students wrote reflections in their journals (in English), briefly explaining their opinions or responses to the story and telling what they learned.
 - For the next class, students collected information about their favourite sports or activities. The teacher then asked each student to create a poster that illustrated and labelled three or four important aspects of one sport or activity. Before they began, the whole class worked with the teacher to outline task requirements

and criteria. Students displayed their posters and used key words from the class word bank in sentences or phrases about their chosen sports. (e.g., *I like to ski. The mountain is called Big White.*) Evaluation focussed on their oral presentations.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students determined the key criteria that should be demonstrated in the assigned tasks.

Story Illustration and Caption

- illustration reflects the meaning of the caption
- illustration matches other story details
- illustration reflects the context or setting (cultural background)
- student reads the caption fluently with approximate pronunciation
- student attempts to self-correct

Poster Presentation

The student:

- uses key words in Italian
- conveys meaning in the target language by combining pictures, words, and actions
- attempts to self-correct

Journal

- offers a personal response to the story
- includes reasons and examples to support her or his response to the film
- demonstrates interest or insight into cultural differences

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher and students used performance rating scales to evaluate student work. Students had copies of the scales as they prepared their illustrations, posters, and journal entries. The same rating scales were adapted for other activities throughout the year. At the end of the unit, the teacher conferenced briefly with each student about the work completed.

Story Illustration and Caption

Aspect	Strong	Complete	Partial	Not Demonstrated
Illustration <ul style="list-style-type: none"> • shows the meaning of the caption 				
<ul style="list-style-type: none"> • matches the story in other details 				
<ul style="list-style-type: none"> • shows the cultural context 				
Presentation <ul style="list-style-type: none"> • reads the caption fluently 				
<ul style="list-style-type: none"> • explains accurately and with detail 				
<ul style="list-style-type: none"> • attempts to self-correct 				

Poster Presentation

Note: Communication of meaning is the most important consideration.

Rating	Criteria
Outstanding	Goes beyond the task requirements to offer an innovative or extended presentation. Most of the oral language is understandable, although speech may be hesitant and include Anglicisms and approximate pronunciations. Classroom and other resources are used to identify a variety of useful vocabulary. The meaning of the words chosen and the sentences are clear. Uses some of the structures and functional language practised in class; attempts to correct and clarify speech..
Good	Presents the required vocabulary and makes the meaning clear through words and actions. Speech may be hesitant and difficult to understand. Uses some of the structures and functional language practised in class. Attempts to correct speech.
Satisfactory	Presents the required vocabulary. Able to make the meaning of most of the words clear, often relying on pictures and actions rather than words. Tends to rely on one or two words to communicate meaning rather than longer structures or sentences.
Not Demonstrated	Has not demonstrated the required criteria. In some cases, student may be asked to repeat this or a similar assignment with additional support from the teacher.

Journal

Note: The teacher wrote a brief comment to each student and included a summary judgement.

Rating	Criteria
Insightful	Offers a personal response to the story, supported by reasons and examples. Includes some insights or observations about the cultural context (may reflect on own culture or cultural influences in other times or places).
Aware	Offers a personal response to the story, with at least one reason or example as support. Tends to be direct and concrete. (e.g., I liked it because I like sports.) Also offers some comment on the culture or context. (e.g., I learned that it was hard for kids to get things like hockey sweaters when my grandparents were young.)
Partial	Offers a personal response. Reasons tend to be vague (e.g., because it was boring). Typically not elaborated; little detail.
Not Demonstrated	Little or no evidence of personal response or cultural awareness.

SAMPLE 3: GRADE 7

Topic: Album del vestuario personale

LEARNING OUTCOMES:***Communicating***

It is expected that students will:

- participate in classroom activities using simple speech in Italian
- share information about personal life

Acquiring Information

It is expected that students will:

- extract specific information from age-appropriate resources in Italian to complete authentic tasks, and convey the information orally and visually

In addition to these outcomes, the teacher assessed students' attitudes and participation.

OVERVIEW

This unit was presented in September. Over approximately eight 40-minute classes, Grade 7 students developed and presented clothing albums. Evaluation was based on:

- personal clothing albums that each student prepared
- self-assessment and analyses (in English)
- oral presentations to small groups (in Italian)

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the topic by asking students how they plan and select their clothing for a new school year. What factors do they consider? How much do they plan in advance? The teacher explained that each student would create and present an album showing his or her clothing needs for Grade 7.

- Students brainstormed to develop a list of clothing vocabulary in the target language. They posted the list on chart paper for easy reference. The teacher encouraged them to consult various sources (e.g., textbooks, magazines, bilingual dictionaries) to add to the list as they worked on their projects.
- The teacher distributed a selection of Italian catalogues for students to look at and focussed their attention on the ways the catalogues were organized. They discussed a variety of ways to organize their own collections (e.g., by season, body part, activity).
- Students spent two periods "shopping" in the catalogues by cutting out the clothing and accessories they would need for their Grade 7 school year. Some students drew and coloured several of the clothing items they wanted to include. Students used classroom resources (including bilingual dictionaries, class charts, Italian clothing catalogues, and textbooks) to find the vocabulary they needed. The teacher observed them as they worked, and circulated, asking questions in Italian and helping students to answer. The teacher provided immediate feedback and recorded observations on a checklist.
- The teacher reviewed key structures and vocabulary and helped students practise phrases they could use in their presentations, as well as questions they could ask other presenters. Students practised their presentations with partners, then worked in small groups to practise asking and answering questions such as:

Ti piace portare il cappello?

Sí, mi piacciono i cappelli. No, non mi piace portare il cappello.

- The teacher presented a peer-evaluation form to the class. The teacher then discussed evaluation with students, including what to look for in the presentations and how to offer useful feedback to presenters. The class practised completing a form.
- Students presented their albums to small groups of three or four students. Each student in the audience was required to ask at least one question of the presenter and to complete a peer-evaluation form.
- Students submitted their albums, their speaking notes, the peer evaluations they received, and self-evaluations.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students agreed on the key criteria that should be demonstrated in each of the assigned tasks.

Personal Album

- information is relevant and appropriate
- includes detail, sufficient information
- captions are written in Italian
- information is well-organized and presented in logical categories

Self-Assessment

- specific, balanced
- connects to past and future activities

Oral Presentation

- information is relevant and appropriate
- spoken in Italian
- comprehensible

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate student performance. Students were given copies of the rating scales as they practised and prepared their presentations. The same scales were adapted for a variety of other assignments throughout the year.

Note: The teacher evaluated some, but not all, of the oral presentations on this assignment.

Personal Album

Rating	Criteria
Outstanding	Content is complete, appropriate, and detailed (includes a comprehensive school wardrobe and details such as colour, number). Takes risks with interesting or unusual entries and uses new or unfamiliar language. Labels are written in Italian and can be easily understood (e.g., spelling is correct or approximate; vocabulary is appropriate; structures reflect some conventions of the written target language). Items are organized or grouped into meaningful categories. Illustrations or captions support and enhance meaning.
Good	Content is complete, relevant, and includes some detail (offers a complete school wardrobe; includes some details about colour, number, and so on). Labels are written in Italian and most can be easily understood (e.g., spelling is correct or approximate). Items are organized or grouped into meaningful categories. Illustrations or captions support and enhance meaning.
Meets Minimum Requirements	Content is complete, and most entries are relevant. Includes little detail. Most labels are written in Italian and can be understood (articles are often omitted; numbers may be ignored; few adjectives). Items are organized or grouped into meaningful categories.

Self-Assessment

Rating	Criteria
Strong	Includes both strengths and weaknesses. Provides details or examples as support. Offers some evidence of action planning. (e.g., The next time I make a presentation, I'm going to _____.) Often makes connections to previous activities (e.g., comparing performance or task requirements with other experiences). Shows insight – may comment on reasons for strengths or weaknesses and speculate about what might have happened with a different approach.
Developing	Includes both strengths and weaknesses, with some details or examples as support. Offers some evidence of action planning. May make connections to previous activities and future plans.
Minimal	Tends to be vague and rely on generalities. Includes both strengths and weaknesses, with at least one detail or example as support. Plans for future action may be vague. Offers few connections to previous activities or future plans.
Minimum Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

Oral Presentation (and Response)

Note: Communication of meaning is the most important consideration. This scale considers both initial presentations and the interactions (questions and answers) that follow.

Rating	Criteria
Strong	Offers relevant and appropriate information. Speaks in Italian, using some of the conventions of correct pronunciation (may be uneven, mixing Italian language and English pronunciations). Uses mostly words and phrases that are comprehensible with some effort on the part of the listener (may be tentative, hesitant, and include approximations). Takes risks to enhance communication – often attempts structures or vocabulary that have not been practised in class. May rely on pre-framed structures. Understands and attempts to respond to most questions with appropriate and relevant information. Attempts to self-correct some of the more blatant errors. When observing another presentation, asks basic questions that can be understood by the speaker. Shows active listening and supports other speakers by offering non-verbal encouragement, providing words or pronunciation when asked, and voluntarily repeating words to further communication.
Developing	Offers relevant and appropriate information. Makes presentation in Italian, using some of the conventions of correct pronunciation (may be uneven, mixing Italian and English pronunciations). Most words and phrases are comprehensible with some effort on the part of the listener (may be tentative, hesitant, and include approximations). Tends to rely on pre-framed structures for presentation and questions (may ask the same question of each student). May recognize but be unable to correct errors. May have difficulty understanding and answering questions (may mix Italian and English). Supports other speakers by offering non-verbal encouragement, providing words or pronunciation when asked.
Minimal	Offers relevant and appropriate information; presentation may be very short. Most parts are comprehensible with close attention and effort on the part of the listener (may be tentative and laboured; in parts, syllable-by-syllable; might be extremely difficult to understand out of context). Makes presentation mostly in Italian and shows some of the conventions of Italian. Relies on pre-framed structures practised in class. Often unable to self-correct. May not be able to understand or answer some or most questions from other students (may mix Italian and English). Asks at least one question when observing another student's presentation.
Minimum Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

SAMPLE 4: GRADE 8

Topic: Corrispondenza con pari in Italia

LEARNING OUTCOMES:***Communicating***

It is expected that students will:

- share information about activities and interests

Acquiring Information

It is expected that students will:

- extract and, to some extent, process specific information from age-appropriate resources in Italian to complete authentic tasks, and convey the information orally, visually, and using some writing

Understanding Culture and Society

It is expected that students will:

- identify and share their school and community traditions

In addition to these outcomes, the teacher assessed students' attitudes and work habits.

OVERVIEW

The teacher developed a series of activities to initiate correspondence between students and pen pals in Italy. Students were asked to use a variety of technologies (e.g., video, e-mail). The activities occurred over several weeks, rather than as a continuous unit, to allow time for correspondence to be sent and received. Evaluation was based on:

- correspondence that students sent to their pen pals
- oral presentations on the information they received
- responses to the oral presentations

PLANNING FOR ASSESSMENT AND EVALUATION

- The class discussed purposes and methods of corresponding with others. The teacher guided the discussion with questions such as: How many of you write letters to friends in other places? Use e-mail? Use fax machines? Send audiotape or videotape? What formats do you most enjoy sending? Receiving? How many have or have had pen pals? What are some of the benefits of having a pen pal?
- The teacher explained that students would be selecting pen pals in Italy and corresponding with them. They could use whatever methods of communication they preferred (e.g., written letters, e-mail, audiotape, videotape, or any combination of these). Students brainstormed a list of things they could do to help make their correspondence interesting and worthwhile. The teacher helped them to follow up by offering four suggestions:
 - Learn as much as you can about where your pen pal lives.
 - Practise vocabulary and sentence frames for telling about yourself and asking questions about someone else.
 - Learn how to describe, in Italian, where you live.
 - Experiment with ways of making your information interesting.
- Students researched various regions of Italy using a target-language map and travel brochures and pamphlets. They practised making comparisons with their own geographic area. They also viewed and discussed a video on the various regions of Italy. They labelled an outline map and answered simple questions about it.

Students also listened to oral statements and identified whether they were about the Italian region under discussion or about their own area.

- Students read sample pen-pal letters in Italian and generated a list of useful vocabulary and language structures. They worked in pairs to fill in the blanks in letters where words and phrases had been omitted (cloze activities).
- Students completed learning log entries to reflect on their progress, their attitudes about the activities, and their plans and goals.
- Each student created a letter of introduction to a pen pal. Some students included videotapes or audiotapes as well as print letters.
- After they received responses from their pen pals, students made oral presentations describing their pen pals to the class. Students were required to make notes and ask questions during the presentations.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students decided on the key criteria that should be demonstrated in the assigned tasks.

Correspondence

- student offers clear, relevant, and appropriate information
- includes interesting details or features
- asks questions about or makes comparisons (with the Italian regions) that indicate the use of Italian materials (e.g., maps, brochures)
- includes information about local family, school, or community customs

- asks questions about comparable customs or behaviour patterns in Italy
- in written work, spelling and mechanics do not interfere with meaning
- uses a variety of vocabulary and language structures

Oral Presentation

- Presenting
 - message is understandable
 - student includes relevant and interesting details or features
 - fluid (most pauses occur at the end of a phrase or sentence)
 - answers most questions from other students using relevant information (may need teacher's help to understand some of the questions)
 - uses a variety of vocabulary and language structures
- Listening
 - student records three to five details from each presentation
 - student asks at least one question that is relevant and requires information that the speaker did not provide
 - student's question is understandable

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' demonstrations of the learning outcomes. Students were given copies of the rating scales in advance; similar scales were used for other assignments throughout the year. During each oral presentation, three students were designated to provide peer feedback to the speaker. Each used the same rating scale.

Correspondence

Note: Communication of meaning is the most important consideration.

Rating	Criteria
Excellent	Message is relevant and appropriate; includes interesting details or features; meaning is clear; errors in spelling and so on do not interfere with meaning. Takes risks: uses a variety of expressions and structures, including some that have not been practised in class (and consequently may not be used appropriately). Asks questions about or makes comparisons with local community that indicate use of Italian materials (e.g., maps, brochures). Includes information about school or community customs and asks questions about comparable customs or behaviour patterns.
Good	Message is relevant and appropriate; may include some interesting details or features. Meaning is clear with a little effort on the part of the reader; errors in spelling, structures, and so on do not obscure meaning. Uses a variety of vocabulary and language structures practised in class. Asks questions about or makes comparisons with local community that indicate use of Italian materials (e.g., maps, brochures). Includes information about school or community customs and asks questions about comparable customs or behaviour patterns.
Acceptable	Message is relevant and appropriate; includes most of the details discussed in class. The reader can understand most of the message with some effort; errors in word choice, spelling, and so on occasionally obscure meaning. Uses a variety of vocabulary and language structures practised in class. Asks questions about or makes comparisons with local community that indicate use of Italian materials (e.g., maps). Includes some information about school or community customs.
Not Demonstrated	The criteria for acceptable performance were not evident.

Oral Presentation

Teachers and students rated each of the presentation elements as: ST (strong); SA (satisfactory); MI (minimal); or NE (not evident).

Aspect	Teacher/Peer		Self	
	Rating	Comment	Rating	Comment
<p>Presenting</p> <ul style="list-style-type: none"> • main points are understandable • information is relevant and appropriate • includes interesting details or features • uses a variety of vocabulary and language structures • is fluid (most pauses occur at the end of a phrase or sentence) • answers questions with relevant information • compares pen pal's customs or behavioural patterns with own <p>Listening</p> <ul style="list-style-type: none"> • records three to five details from each presentation • asks at least one relevant and understandable question 				

SAMPLE 5: GRADE 9

Topic: I miei hobbies, passatempi, e attività preferite

LEARNING OUTCOMES:

Communicating

It is expected that students will:

- share opinions and preferences, giving reasons
- describe and exchange information related to activities, people, and things

Acquiring Information

It is expected that students will:

- extract and process information from age-appropriate resources in Italian to complete authentic tasks, and convey the information through oral and written language, using visual support

OVERVIEW

The teacher developed a two- to three-week unit for Grade 9 students that focussed on pastimes and leisure activities. Evaluation was based on:

- oral presentations
- responses to other students' presentations
- written summaries of other students' presentations

PLANNING FOR ASSESSMENT AND EVALUATION

- To access prior knowledge, students talked about their favourite pastimes and activities, then completed Pastimes Tables (responses to be given in Italian).

Pastimes Table

1. What pastime or activity do you associate with the items in the table below?			
2. Choose one word from this list to describe the activity in question one.			
ordinary	exhausting	glamorous	amusing
fascinating	interesting	modern	hard
scientific	boring	educational	expensive
Words	Pastimes	Description	
books compact discs a bathing suit stamps and coins films running shoes skates a photo album a piano cookbooks			

- Working in groups, students chose one of the following categories of activities: winter, summer, indoor, outdoor, individual, team, or group. Each group made up questions and interviewed classmates about their preferences for specific activities within the group's category. The groups reported their results orally.
- Students talked (in Italian) with partners to find out what they wanted to do the next weekend and why: *Che cosa farai questo fine settimana? Perché?* Students reported back to the class, and the information was summarized on chart paper. Students then practised giving reasons using this pattern: *Questo fine settimana voglio _____ perchè _____*. The teacher developed vocabulary with the class, and students recorded useful vocabulary in notebooks and personal dictionaries.
- Students read an authentic article about a sports celebrity, for example, an article about hockey player Alexander Daigle from *Vidéo Presse*. (This is a model only – an appropriate selection in Italian would be provided for students.) The Daigle article included a short biography:

Alexandre Daigle

Né le 7 février 1975

1,80 m (6pi) 75 kg (170 lb)

Centre, lance de la gauche.

Champion compteur en 1992-1993 (137 points) avec les Tigres de Victoriaville.

Médaille d'or avec l'équipe canadienne au

Championnat mondial de hockey junior en 1993.

The teacher helped students prepare, discussing strategies for dealing with authentic documents. (e.g., Preview an article by reading special text features like

the biography above. Find all of the words and phrases that describe the subject's skills. Find five key words and phrases that are repeated at least three times in the document. List all of the things you learned about the subject.)

- The class prepared questions that students could use to find out about their partners' pastimes. Students practised the questions, then interviewed one another to acquire information for illustrated biographies and short oral presentations about their partners' favourite activities. They then posted the biographies around the room.
- The teacher discussed the criteria for oral presentations and provided each student with a rating scale to use for self-assessment as they practised. Students then made presentations on their partners' favourite pastimes.
- After their presentations, students completed learning log entries identifying two aspects of their presentations that had gone well and one area they needed to work on. Students discussed their self-assessments with their partners.
- As students listened to other presentations, they each completed a listening grid identifying the main points presented. The teacher emphasized the importance of listening attentively in order to include complete and accurate information.
- Each student was required to ask three or four questions that called for related information not included in the presentations. The teacher emphasized the importance of communication – asking questions that could be understood and answered to provide new information.

- Finally, each student chose two activities described by other students that they had not previously tried. For each activity, the student prepared a summary of the presentation and an illustrated caption. Each written summary included information about the person and activity, as well as reasons for wanting to try the activity.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria.

Oral Presentation

- information is relevant, appropriate, and detailed
- pronunciation and intonation are appropriate and accurate
- fluid (pauses are brief and do not interfere with meaning)
- student self-corrects as needed (e.g., restarting, repeating a word or phrase)
- vocabulary supports and enhances meaning (e.g., uses adverbs; includes frequency, variety, and specifics of activities)
- student uses appropriate patterns (e.g., verb and infinitive) to describe preferences and plans

Listening and Questioning

- Oral Questions
 - relevant to the presentation and request information that was not included in the presentation
 - pronunciation and intonation support meaning
 - vocabulary and language patterns support meaning

- Listening to Presentations
 - listening grid includes complete and accurate information based on the presentations

Written Summary

- information is complete, accurate, and relevant
- includes reasons for selection
- illustrations or captions support and enhance meaning
- vocabulary supports and enhances meaning (e.g., uses adverbs; includes frequency, variety, and specifics of activities)
- uses appropriate patterns (e.g., verb and infinitive) to describe preferences, plans

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate student work. Students were given copies of the scales as they prepared their assignments. The same rating scales were adapted for other performance tasks during the term or course (the specifics for meaning and the examples of language patterns changed from one activity to another, but the general criteria remained the same). Although the scale shows four levels, the teacher occasionally assigned grades of C+ and C-.

Listening and Questioning

The teacher completed a checklist to monitor students' abilities to listen and ask questions about each presentation. The form also included space for recording grades for oral and written work. Students had an opportunity to add comments or explanations.

Oral Presentation

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Criteria	A	B	C	IP or F
Meaning	Relevant, appropriate, and detailed in both presentation and response to questions from the audience. Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates. Offers information about partner's level of competence. Includes information to clarify and extend understanding of the pastime (e.g., may include information about special equipment, how long partner has had this interest, celebrities who enjoy this pastime). Provides additional information or clarification when prompted by questions from the audience.	Relevant and appropriate, with some detail. Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates. Includes some additional information. May not be able to add new information when asked question.	Relevant and appropriate basic information. Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates. Often has difficulty understanding and responding to question.	Has not completed requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>IP</i> and when to use <i>F</i> .)

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Oral Presentation (continued)

Criteria	A	B	C	IP or F
Presentation	Does not obscure meaning. Pronunciation and intonation are generally appropriate but may include some errors and approximations, particularly when student responds to questions from the audience. Relies on memory or cue cards rather than reading every word. Pauses are relatively brief and tend to be at the end of sentences or phrases, or when the student is preparing to respond to a question. Makes some attempts to self-correct blatant errors but may not always be successful. Often includes visual aids (e.g., equipment, pictures) to add interest and clarify meaning.	Does not obscure meaning. Pronunciation and intonation are generally appropriate, but may include some errors and approximations. May frequently refer to cue cards or written script. Delivery may be somewhat halting, with frequent pauses, particularly when student attempts to answer questions. Some attempts to self-correct blatant errors (but often not successful). May include visual aids (e.g., equipment, pictures) to add interest and clarify meaning.	Requires close attention from the listener. Pronunciation includes some errors and approximations; intonation may be inappropriate in places. Delivery tends to be hesitant and tentative, with frequent pauses. Tends to rely on written notes or script. Often unaware of errors. May be unable to answer some or all questions without help.	Has not completed requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>IP</i> and when to use <i>F</i> .)

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Oral Presentation (continued)

Criteria	A	B	C	IP or F
Language	Appropriate to the topic. Uses adverbs in describing partner's level of competence or expertise. Often includes active verbs to express desires or plans. Takes risks with new vocabulary and patterns to enhance meaning or add interest to presentation.	Appropriate to the topic. Includes some adverbs in describing partner's level of competence or expertise. Tends to rely on constructions and basic vocabulary that have been practised in class (e.g., active verbs to express desires or plans). May ask for help or use some Anglicisms when asked questions.	Appropriate to the topic. May include some inappropriate usage or substitutions. Includes some adverbs in describing partner's level of competence or expertise. Tends to rely on simple constructions and basic vocabulary that have been practised in class to express desires or plans.	Has not completed requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>IP</i> and when to use <i>F</i> .)

Listening and Questioning

The teacher completed a checklist to monitor students' abilities to listen and ask questions about each presentation. The form also included space for recording grades for oral and written work. Students had an opportunity to add comments or explanations.

Teacher Recording Form: Oral and Written Presentations

Name _____	Date _____
Oral Presentation Grade _____	
Comments: _____	
Written Summary Grade _____	
Comments: _____	
Questions (Record the questions verbatim if possible.)	
Question 1: _____	

Check all that apply:	
connected to presentation _____	required new information _____
understood by presenter _____	understood by teacher _____
Question 2: _____	

Check all that apply:	
connected to presentation _____	required new information _____
understood by presenter _____	understood by teacher _____
Question 3: _____	

Check all that apply:	
connected to presentation _____	required new information _____
understood by presenter _____	understood by teacher _____
Listening Grid complete _____	recorded in Italian _____
Student Comments: _____	

Written Summary

Note: Communication of meaning is the most important consideration. This scale was adapted and used throughout the year to assess written work.

Rating	Criteria
A	Information is relevant, accurate, and detailed for both activities. The summaries include all required information about the person, the activity, and why the activity is appealing. Adds or elaborates on information to create interest. The written and visual presentations support and enhance meaning. Newly acquired language is appropriate and used accurately. Incorporates familiar language and often risks using unfamiliar vocabulary or structures to enhance meaning or add interest. (These attempts may or may not be successful.)
B	Information is relevant, accurate, and complete. Written and visual presentations are clear and do not interfere with communication. Uses recently acquired language appropriately and competently. Tends to rely on familiar constructions and basic vocabulary.
C	Relevant information is presented for both activities, but one or two aspects may be incomplete or inaccurate. Includes little detail beyond minimal requirements. Visual presentation is clear, but written presentation may include some problems with newly presented language that puzzle the reader or require rereading. Student tends to rely on simple, familiar constructions and basic vocabulary.
IP/F	Has not completed requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>IP</i> and when to use <i>F</i> .)

SAMPLE 6: GRADE 10*Topic: Amicizie***LEARNING OUTCOMES:*****Communicating****It is expected that students will:*

- communicate needs, desires, and emotions
- participate, in Italian, in a variety of situations drawn from real life

Acquiring Information*It is expected that students will:*

- process and adapt information from age-appropriate resources in Italian to complete authentic tasks, and convey the information in formats that show growing independence in oral and written language

Experiencing Creative Works*It is expected that students will:*

- view, listen to, and read creative works and respond to them in various ways

Understanding Culture and Society*It is expected that students will:*

- examine their own customs and discuss similarities and differences when compared to Italian culture

OVERVIEW

The teacher developed a three-week unit on friendship that included reading and responding to poetry. Evaluation was based on:

- response to poetry (in words, pictures, and symbols)
- a Friendship Test that each student developed
- oral language observed in class and group discussion

PLANNING FOR ASSESSMENT AND EVALUATION

- Students brainstormed the qualities of a good friend, then used classroom resources and other documents to list useful vocabulary for talking about friends and friendship. Students developed short personal definitions of an ideal friend.
- Students listened to an audiotape about two friends and classified key words and phrases according to the character of each friend.
- The teacher formed small groups and assigned each group two Italian poems on the subject of friendship to read, discuss, and present to the class. After the presentations were completed, students described their own best friend and the activities they enjoyed together, and compared their descriptions with those in the poems. In small groups, students listed and discussed cultural similarities and differences regarding friendship.
- Each student was asked to choose one or two poems and create a personal response in words and pictures. Before they began the assignment, the teacher and students agreed on task requirements and discussed the marking criteria.
- Students completed a magazine questionnaire, "*Che tipo di amico sei?*" (in Italian). They discussed the format of the questionnaire and the kinds of questions that were included (not their personal results).
- Each student prepared a Friendship Test questionnaire with at least 10 items, and asked two or three other students to try it and comment on how well it worked. Students handed in the questionnaire, a self-evaluation of the questionnaire, and comments from other students.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria.

Response to Poetry

(Including: words, pictures, and symbols)

- conveys central idea of the poem
- states a personal opinion or response
- offers details, reasons, and examples to support response
- makes connections to other experiences, poems, stories, and media

Friendship Test

- includes a minimum of 10 questions, answer key with interpretation guidelines, self-assessment, and comments from two classmates
- includes relevant concepts
- uses a range of useful vocabulary and expressions
- uses questionnaire structures
- self-assessment focusses on key aspects of the questionnaire
- answer key and interpretation are logical and detailed

Oral Language

(As observed in class and small-group discussions.)

- uses a range of useful vocabulary and expressions
- expresses desires (e.g., qualities of a friend)
- identifies similarities between own friendships and those described in the audiotape
- volunteers information and ideas to stimulate discussion
- asks questions to extend or clarify information

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher collected students' work and used rating scales to assess students' responses to poetry and to assess their questionnaires. The teacher observed two of the small groups and completed the Observation Checklist for students in those groups. All students completed checklists as a self-evaluation activity and included them in their portfolios or journals.

Students were given copies of the scale as they prepared their assignments. The same rating scales were adapted for other performance tasks during the course (the specifics for meaning and the examples of language patterns changed from one activity to another, but the general criteria remained the same). Although the scale shows four levels, the teacher occasionally assigned grades of C+ and C-.

Response to Poetry

Rating	Criteria
A	Conveys the central idea or theme, and may consider an unusual interpretation. Presents a clear and detailed response through words, pictures, and graphics. Makes connections to other experiences or works, and focusses on some of the more subtle or abstract features. Attempts to engage viewers and extend their understanding.
B	Conveys the central idea or theme, states a personal response, and presents details, reasons, or examples to support the response. Makes connections to other experiences – these tend to be direct and concrete.
C	Addresses the central idea or theme of the poem. Tends to focus on a literal interpretation. Offers an opinion or response with some support. Support may focus on retelling or illustrating information from the poem or focus on labels such as <i>boring</i> or <i>interesting</i> . Personal connections tend to be direct and concrete.
IP/F	Has not completed requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>IP</i> and when to use <i>F</i> .)

Friendship Test

Rating	Criteria
A	Goes beyond the requirements of the task to use vocabulary, structures, or content not practised in class (may not always be successful). Takes risks to add interest (e.g., uses innovative format, questions draw on unusual situations, includes humour). Vocabulary and structures are appropriate, and errors do not detract from meaning. Self-assessment is thorough and insightful.
B	Questions are relevant, appropriate, and clearly expressed, using a range of useful vocabulary and expressions. Demonstrates use of appropriate sources (e.g., dictionaries for vocabulary, magazine articles for formats). Answer key and interpretation are logical and detailed. Self-assessment focusses on key aspects of the questionnaire. Errors do not detract from meaning.
C	Questions include relevant and appropriate content, but may be somewhat vague, repetitious, or confusing. Includes useful vocabulary and expressions practised in class but may use the same pattern for many or all questions. Answer key and interpretation may be short and rely on assignment of labels without explanation. Errors may cause the reader to reread or puzzle over some parts.
IP/F	Has not completed the requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>IP</i> and when to use <i>F</i> .)

Oral Language Observation Checklist

*3 = strong, 2 = satisfactory 1 = minimal, NO = not observed

To be complete by teacher, self, or peers.

Behaviour	Evidence/Example	Rating*
<ul style="list-style-type: none"> • uses a range of useful vocabulary/expressions • volunteers information/ ideas to stimulate discussion • identifies similarities/ differences with Italian culture • asks questions to extend/ clarify information • responds to questions/ comments from other students 		

SAMPLE 7: GRADE 11

Topic: Pubblicità sulle riviste

LEARNING OUTCOMES:***Communicating***

It is expected that students will:

- exchange opinions on topics of interest

Acquiring Information

It is expected that students will:

- research and use relevant information from a variety of age-appropriate Italian to complete authentic tasks

Understanding Culture and Society

It is expected that students will:

- identify cultural content in Italian resources

In addition to these outcomes, the teacher assessed students' attitudes and work habits.

OVERVIEW

The teacher developed a unit for Grade 11 students that focussed on the language and images of Italian and other magazine advertising. The unit comprised four classes of 75 minutes each. Evaluation was based on:

- written analyses of selected advertisements
- journal entries

PLANNING FOR ASSESSMENT AND EVALUATION

- Students compiled a class chart showing the titles, intended audiences, and typical products advertised in the magazines they read.

- The teacher posted six to ten ads from Italian magazines around the room. Students were given ten minutes to walk around the display and, for each ad, note the magazine title, the product being promoted, and the intended audience. As a class, students discussed their choices.
- The teacher modelled the process of extracting meaning from images and text using prompts (in Italian) such as:
 - *Chi o che cosa é rappresentato?*
 - *Dove?*
 - *Che cosa sta succedendo?*
 - *Descrivi lo stato d'animo o i sentimenti.*
 - *Qual é lo slogan?*
 - *Che cosa significa lo slogan?*
 - *Elenca i termini descrittivi utilizzati?.*
 - *Quale inferimenti alla letteratura, alla storia o alla musica noti?*

The teacher asked students to notice and describe subtle details, speculate about intentions, and consider possible interpretations of word choice, then demonstrated how to transform students' point-form information into sentences.

- Students worked in groups of three or four to analyse images and text in Italian advertisements and present their analyses to the class. Each group worked with a different advertisement.
- The class brainstormed a list of advertising strategies, then came up with examples of familiar advertisements that used the various techniques listed. They then reviewed again the Italian ads posted around the room and added information on "strategies employed" to their notes. Students worked in pairs to consider what cultural assumptions or beliefs were implicit in the advertising they reviewed, then discussed their views with the class.

- Students worked alone or in pairs to analyse and write reports on advertisements from Italian magazines.
- Students wrote reflectively in their journals by responding to some or all of the following prompts:
 - *Una cosa che mi é rimasta impressa é stata _____.*
 - *Una cosa che mi ha frustrato é stata _____.*
 - *Una cosa che ho imparato dalle pubblicit  é stata _____.*
 - *Voglio saperne di pi  su _____.*

DEFINING THE CRITERIA

The teacher reviewed the expectations for the unit and discussed key criteria and how these might be demonstrated.

Advertising Analysis

- communicates ideas in a written paragraph (using understandable Italian)
- uses information from an Italian advertisement to:
 - describe the picture and text
 - identify what is being sold and who the potential buyers might be
 - identify one or more strategies used to make the ad appealing
 - interpret relatively obvious visual and written puns, or allusions to history, literature, or music

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate students' work. Students were given copies of the scales as they worked on their assignments; similar scales were used for other assignments throughout the year.

Advertising Analysis

Rating	Criteria
Outstanding	Detailed and insightful. Focuses on appeal to audience. Descriptions of the picture and text are fully developed (include who or what is in the picture, the setting, the action or events depicted, the mood, and the slogan). Offers an analysis of the choice of image and words. Considers allusions, appeal to humour, and so on. Ideas are presented in simple but clear Italian; draws on a range of useful expressions. Errors in tense or structure do not affect meaning.
Good	Complete and accurate. Descriptions of the picture and text are accurate and include some detail. Offers a literal analysis of the image and language, and includes some reference to the purpose and intended audience. Ideas are presented in simple but clear Italian. Vocabulary and structures may be repetitive. May include occasional Anglicisms or spelling errors. Errors in tense or structure do not affect meaning.
Meets Minimum Requirements	Accurate; minimal information. Describes the picture and reproduces the slogan with little detail or analysis. Typically does not refer to a specific audience, but may refer to an unspecified “you.” Ideas are presented in Italian, but may include a number of Anglicisms and spelling errors as well as errors in tense or structure. May require some effort on the part of the reader to understand the meaning. Vocabulary tends to be simple and repetitive; structures tend to be fragmented. May be very short.
Not Demonstrated	Little or no evidence of understanding or communication in Italian.

Journal

Rating	Criteria
Insightful	Insightful, with thoughtful and detailed responses. Offers some supported generalizations about cultural variations as they are shown in advertising.
Aware	Shows awareness and interest. Tends to focus on broad concepts and obvious aspects. Responses include some detail. Evidence of thoughtfulness in some aspects, but not others. Tends to focus on specifics without developing generalizations.
Partial	Responses are relevant, but tend to be brief and focus on concrete or surface aspects of the activities. May include unsupported generalizations. Typically not elaborated; little detail.
Not Demonstrated	Little or no evidence of cultural awareness.

SAMPLE 8: GRADE 12

Topic: Crimini e violenze

LEARNING OUTCOMES:***Communicating***

It is expected that students will:

- give reasons and information to support points of view on various issues
- interact in Italian effectively and with some spontaneity in situations drawn from real life

Acquiring Information

It is expected that students will:

- research, analyse, and use relevant information from several sources on a chosen topic to complete authentic tasks

In addition to these outcomes, the teacher assessed students' abilities to work collaboratively using the reference set *Evaluating Group Communication Skills Across Curriculum*.

OVERVIEW

The teacher developed a four-week unit for Grade 12 students that focussed on crime and violence. Students collected, interpreted, and presented information from a variety of community and library resources. Evaluation was based on:

- written research
- oral interactions

PLANNING FOR ASSESSMENT AND EVALUATION

- Students reviewed television and radio programs and newspaper articles to estimate the frequency and nature of common crimes. The teacher noted their willingness and abilities to respond to questions (in Italian) such as:
 - *Che cosa hai ascoltato? Che cosa hai visto?*
 - *Questi problemi sono tipici di questa comunità?*
 - *Qual é un problema serio?*
 - *Quale potrebbe essere una soluzione?*
- An RCMP officer addressed the class about crime and violence in the local community. Students asked questions, some of which they had prepared in advance, and recorded five key points of the presentation. The class discussed the presentation and collectively agreed on the top seven points. Students assessed their own listening skills by comparing their notes with the class summary. The teacher noted the extent to which various students were able to engage in spontaneous discussion.
- Students worked in groups to generate survey questions about crime and violence. They interviewed one another, then compiled and presented the results. Then each student wrote a paragraph comparing his or her personal perceptions of crime with local crime statistics. The teacher collected the work and assessed it using a rating scale for written research.
- The class generated a list of five or six crimes, ordered them in terms of severity, and worked in small groups to determine the appropriate punishment or retribution for each crime. Groups presented their decisions, explained their reasoning, and responded to questions or challenges

from other groups. (Each student was responsible for presenting and answering questions about one of the group's decisions and for responding to other groups who disagreed.) The teacher assessed students' presentations and interactions using a rating scale for oral communication.

- Based on the results of previous activities, students worked as a class to identify three crime-related problems in their community and to develop interview questions in order to find possible solutions. Students worked in pairs to interview three community members, each of whom represented a different perspective. The pairs presented their findings in written reports. The reports were assessed using a rating scale for written research.
- Each student chose one of the following ways to demonstrate his or her ability to communicate orally, to give reasons and information to support a point of view, and to interact effectively in Italian:
 - a debate on an issue related to crime and violence
 - a panel discussion on an issue related to crime and violence (participants represent several points of view)
 - a simulated talk show on crime and violence
 - a mock parliamentary debate on a proposed change of law
 Students had opportunities to prepare and practise in groups or with partners.

DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed criteria with students. The teacher emphasized that in all assignments the most important feature would be students' abilities to communicate meaning.

Written Research

The following criteria were used to evaluate students' written paragraphs and their interview reports.

- Meaning
 - information is clear, relevant, accurate, and detailed
 - includes appropriate research support or attribution
 - presents credible reasons and explanations for views presented
- Language
 - wide range of vocabulary and idiom supports message
 - minor errors in tense or structure do not reduce effectiveness
- Organization
 - clear and logical organization of ideas enhances message
 - transitions are clear and appropriate

Oral Interactions

The following criteria were used to evaluate students' prepared group discussions of punishment and their oral discussions (e.g., debates, role plays, simulations) on crime and violence issues.

- **Meaning**
 - message is clear, complete, and appropriate to the topic
- **Language**
 - wide range of vocabulary and idiom supports message
 - appropriate use of tense and structure
- **Interaction**
 - student uses strategies to maintain interaction and avoid communication breakdown (e.g., self-corrects, rephrases in Italian, adapts known structures to new situations)
 - fluid (pauses are brief and do not interfere with meaning)

**ASSESSING AND EVALUATING
STUDENT PERFORMANCE**

The teacher evaluated students' demonstrations of the learning outcomes using two performance rating scales: one for oral interactions and one for written research. Students had discussed the scales and used them in several previous activities. The teacher marked four assignments for each student.

Written Research

Rating	Criteria
A	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. Includes credible reasons and explanations. Wide range of vocabulary and idiom supports message and enriches expression. Errors in language do not detract from meaning.
B	Information is clear, relevant, accurate, and detailed. Includes credible reasons and explanations to support views. Uses a range of useful vocabulary, idiom, and structures, with some repetition. May include some structural and tense errors, but these do not obscure the meaning.
C+	Information is clear, relevant, and accurate. Some detail is presented to support views, but links between ideas may be weak in places. Structures tend to be repetitive, and there tend to be few transition words, resulting in a “choppy” flow. Vocabulary and idiom tend to be basic and concrete. May include errors in tense or structure, but meaning is clear.
C	Information is relevant and accurate, but may be unclear in places. Some detail is presented to support views, but links between ideas may be weak or confusing. May misuse or omit transition words. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, structure, and occasionally spelling (indicating that the student did not use a dictionary or other resources to check work), but these do not seriously affect meaning.
C-	Attempts to address the topic. Some accurate information is presented, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive with little appropriate use of idiom. Errors in tense, structure, and spelling may make it difficult for the reader to understand the meaning in places. Transition words may be omitted or misused. The writing tends to be “choppy” and repetitive and lack a sense of logical organization.
IP/F	Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer’s views.

APPENDIX C

Generic Tools

Generic tools are aids to assessment and evaluation that are useful for a broad range of activities. This section of Appendix C provides some generic tools language teachers commonly find useful.

Student Journals

Assessment of student performance may be supported through the use of journals. Student journals are a powerful tool for encouraging students to reflect on their experiences. A journal may be fairly structured, or it may be a general review of the events of the week in the target-language class. Entries may comment on a specific activity or topic, or provide a broad reflection on progress or an issue.

Journals are an important aspect of communication between the student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance in developing skills. Teachers can respond to a student journal in a letter, by writing a short comment in the journal, or by talking to the student.

Prompts for Daily Journal Reflections

Today we talked/learned/participated in _____

I tried to:

I asked:

I found out:

I wish I had:

One question I'm taking away to think more about is:

The steps I took to participate effectively were:

The problems I encountered were:

To solve these problems I:

The resources and people I used to help were:

Reflection Activity/Project

Student Name: _____ Date: _____

Activity/Project Title: _____

Activity/Project Description:

The most surprising aspect of this activity/project for me was:

I would like to find out more about:

If I were to do this activity/project again I would:

I could help a student who is doing a similar activity/project by:

The biggest problem I had was:

I solved this problem by:

What I enjoyed most about this activity/project was:

Interviews

Interviews can provide valuable information about students' understanding of and thoughts and feelings about the target language and culture. Interviews give students an opportunity to reflect on the unit of study. They also give the teacher a chance to gather information about students' knowledge and attitudes as well as diagnose student needs. An interview may take the form of a planned sequence of questions that lead to open-ended discussions or it may require formal completion of specific questions.

Informal interviews between the teacher and student should take place on a regular basis.

Questions	Teacher Notes
• How did you feel about your participation in this activity?	
• What do you think about _____?	
• How does your group feel about you?	
• Did you have any new thoughts when _____?	
• How did you go about _____?	
• Tell me another way of doing _____.	
• What would happen if _____?	
• Why did you _____?	
• What did or did not work?	
• Tell me what you learned from _____.	
• What else would you like to know?	
• Is there anything you would like to change?	
• How well do you think you've done?	
• Tell me how or where you might use _____.	
• What communication skills were taught or learned?	

Observation Sheets

Observation sheets may be used to assess an individual student or a co-operative activity. This information is useful when reporting on individual student progress. It is recommended that teachers focus their assessment by selecting only a few attributes for each observation. In any one class, teachers will find time a limiting factor and may only observe a small portion of students in the class.

Observation of Oral Interaction		
Student's Name _____		
1. Student A is able to ask questions as part of a survey on _____.	very well	<input type="checkbox"/>
	more or less	<input type="checkbox"/>
	with difficulty	<input type="checkbox"/>
2. Student B is able to answer student A's questions.	very well	<input type="checkbox"/>
	more or less	<input type="checkbox"/>
	with difficulty	<input type="checkbox"/>
3. Student B is able to ask questions as part of a survey on _____.	very well	<input type="checkbox"/>
	more or less	<input type="checkbox"/>
	with difficulty	<input type="checkbox"/>
4. Student A is able to answer student B's questions	very well	<input type="checkbox"/>
	more or less	<input type="checkbox"/>
	with difficulty	<input type="checkbox"/>
5. Students A and B are able to write down one another's answers	very well	<input type="checkbox"/>
	more or less	<input type="checkbox"/>
	with difficulty	<input type="checkbox"/>

Target-Language Forms

Many of the assessment and observation sheets suggested:

Teachers may want to provide students with self- or peer assessment sheets, checklists, or observation sheets in the target language. The teacher may use any form as a model and translate to create a target-language equivalent. Alternatively, the teacher might create a bilingual form that includes English and the target language.

Student Assessment Sheet

(This is an example of an assessment form that could be translated or provided in a bilingual version.)

Name: _____

Presenter: _____

The most enjoyable part of this presentation was: _____

The part I would do differently is: _____

One suggestion I have for the presenter is: _____

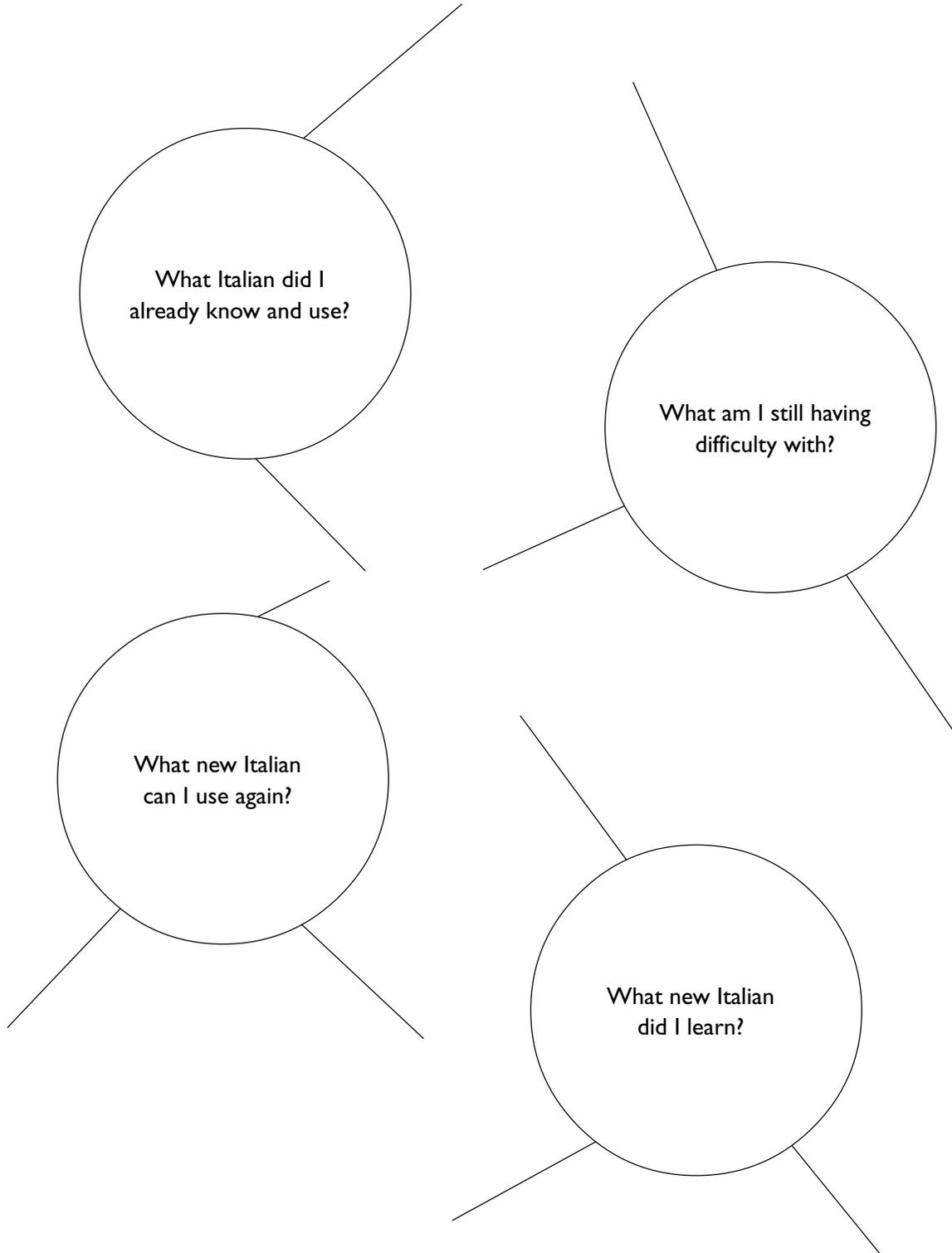
One thing I learned in the target language that I could use in another setting is: _____

Planning and Goal-Setting Worksheets

Setting individual goals for progress in learning the target language is an important assessment strategy. Teachers can use planning and goal-setting worksheets – which include reflections on interests and abilities in the target-language class and statements of short- and long-term goals – as the basis for assessing students’ progress in the various units of a target-language program.

Student Daily Log						
Student Name: _____			Block: _____			
Date	Goals for Today	Done	Almost Done	Not Done	My Initials	Teacher's Initials

Reflection Bubbles



Checklists

Checklists allow the teacher to observe the entire class “at a glance.” They provide a quick reference sheet for identifying specific information regarding student co-operation, participation, leadership abilities, attitudes, knowledge, or skills. Checklists can also be useful in developing student learning profiles that indicate growth over time. Checklists allow the teacher to create an individual record-keeping system in a variety of forms (e.g., by date, using a legend of skill proficiency, using a simple checkmark identifying a *yes* or *no*).

Group Observation Form					
Course: _____ Class/Block: _____ Date: _____					
Skill/Concept: _____					
5 - Superior		4 - Satisfactory		3 - Improving	2 - Experiencing Difficulty
Name of Students		Criteria to be Observed			
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Participation Profile

Class/Block: _____ Date: _____

Activity(ies): _____

Student Names

Effort/On-Task											
Encourages Others to Participate											
Enjoys Participating											
Participates Willingly											
Participates When Encouraged											
Reluctant to Participate											



APPENDIX D

Acknowledgments

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