

# ITALIAN 10

**Description**

This two semester, two credit course is an introductory course that provides a basic foundation in Italian. It is intended for a student that has had no prior experience in Italian. The emphasis is on acquiring basic grammatical structures, vocabulary and idioms to begin communicating in Italian. Students will begin to develop reading writing, listening and speaking skills and will become familiar with the geography and culture of Italy.

## Course Overview

**Course Objectives**

Students should:

**Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

**Assessments**

*Common Assessments*

*Skill Assessments*

	<ul style="list-style-type: none"> <li>How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</li> </ul>	
<b>Content Outline</b> I. <a href="#">Unit 1</a> - Questa e la mia Classe - School II. <a href="#">Unit 2</a> - Ti piace? - Do You Like...? III. <a href="#">Unit 3</a> - A casa con I Ferraro – At Home IV. <a href="#">Unit 4</a> - Dal Veterinario - The Veterinarian V. <a href="#">Unit 5</a> - Non c' é niente da Fare! - There's Nothing To Do VI. <a href="#">Unit 6</a> - In giro a Roma - Around Rome	<b>Standards</b> <a href="#">Connecticut SDE – World Language Curriculum Framework 2005</a> Connecticut World Language Standards are met in the following areas: <ul style="list-style-type: none"> <li><i>Communication (Interpersonal Mode)</i></li> <li><i>Communication (Interpretive Mode)</i></li> <li><i>Communication (Presentational Mode)</i></li> <li><i>Cultures</i></li> <li><i>Connections (Interdisciplinary Mode)</i></li> <li><i>Connections (Intradisciplinary Mode)</i></li> <li><i>Comparisons Among Languages</i></li> <li><i>Comparisons Among Cultures</i></li> <li><i>Communities</i></li> </ul>	<b>Grade Level Skills</b> Students will: <ul style="list-style-type: none"> <li>Skills Matrix</li> </ul>

Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 <a href="#">Questa e la mia Classe – School</a>  5 Weeks	Unit 2 <a href="#">Ti piace? - Do You Like...?</a>  5 Weeks	Unit 3 <a href="#">A casa con I Ferraro – At Home</a>  5 weeks	Unit 4 <a href="#">Dal Veterinario - The Veterinarian</a>  6 weeks	Unit 5 <a href="#">Non c' é niente da Fare! - There's Nothing To Do</a>  6 Weeks	Unit 6 <a href="#">In giro a Roma - Around Rome</a>  5 weeks				

**Unit 1: Questa e la mia Classe - School, 5 weeks [top](#)**

**Standards**

***Communication (Interpersonal Mode)***

**In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.**

Students will:

- greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.

***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will:

- recognize and respond appropriately to questions, statements or commands.

***Communication (Presentational Mode)***

**In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.**

Students will:

- effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.

***Comparisons Among Languages***

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will:

- understand how idiomatic expressions affect communication and reflect culture.

**Unit Objectives**

Students will be able to:

- greet people and share basic information about oneself and obtain this from others.
- compare and contrast Italian schools and school in the U.S.

**Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

**Assessment**

- Como ti chiami?

**Skill Objectives**

Students will:

- pronounce Italian vocabulary.
- count from 1 to 100.
- conjugate the verbs *Chiamarsi*, *Abitare*, *Avere* and *Essere* in the singular, and use the corresponding subject pronouns.

	<p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do I greet people using appropriate gestures and share information about myself and how can I find out this information about others?</li> <li>• How do idiomatic expressions and gestures affect communication and how do they reflect the target culture?</li> <li>• What are Italian schools like and how do they compare with my own school?</li> <li>• What are some major Italian cities and where are they?</li> </ul>	<ul style="list-style-type: none"> <li>• name items related to school including objects found in a school and subjects taught.</li> <li>• list the names of sports.</li> <li>• create a list of idiomatic expressions with <i>Avere</i>.</li> <li>• generate a list of formal and informal greetings and commands.</li> <li>• recite the alphabet and spell words.</li> <li>• list the components of a typical Italian school day.</li> <li>• locate and identify some major Italian cities.</li> <li>• identify common gestures.</li> </ul>
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**Unit 2: Ti piace? - Do You Like...?, 5 weeks [top](#)**

**Standards**

***Communication (Presentational Mode)***

**In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.**

Students will:

- write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.
- present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.

***Comparisons Among Cultures***

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will:

- use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.

**Unit Objectives**

Students will be able to:

- describe themselves, other people and things and find out what others are like.
- express preferences.
- give and respond to classroom commands.

**Essential Questions**

- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

**Focus Questions**

- How do I provide information about myself and others in short notes?
- How do I converse with others about school and activities related to school?
- What nonverbal clues do gestures provide in conversation and how do they differ from my own?

**Assessment**

- Questo e` il mio amico

**Skill Objectives**

Students will:

- tell time.
- conjugate *Piacere* in the singular.
- form questions.
- form negative statements.
- show possession.
- determine the gender of nouns, select the appropriate form of the adjective and the definite article.
- count to 1,000.
- conjugate *essere* in the singular.
- generate a list of adjectives to describe people.
- create a list of classroom commands.
- name school subjects and classroom objects.
- identify common gestures.

**Unit 3: A casa con I Ferraro – At Home, 5 weeks [top](#)**

**Standards**

***Communication (Interpersonal Mode)***

**In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.**

Students will:

- describe various objects and people found at home and school.

***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will:

- comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

***Connections (Intradisciplinary Mode)***

**In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.**

Students will:

- use multiple media resources to access information regarding the target culture(s).

***Communities***

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will:

- review materials and/or media from the target language and culture for enjoyment.

**Unit Objectives**

Students will be able to:

- exchange information about their home and family.
- express what people are doing and how often it is done.
- discuss what foods, activities, and household chores they like or dislike.
- compare and contrast Italian foods and typical Italian housing with our own.
- access information about the target language and use it for enjoyment and

**Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)
- How do I use my knowledge of language and

**Assessment**

- Il Sondaggio dice

**Skill Objectives**

Students will:

- name rooms in house and the function of each.
- list household chores.
- identify a typical Italian home.

<p>evaluate the information.</p>	<p>culture to enrich my life and broaden my opportunities?</p> <p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How do I use the present tense of <b>–ARE</b> verbs and the verbs <b>Avere, Essere, and Fare</b> to talk about my home, activities related to home and family?</li> <li>• How does one use <b>Piacere</b> in the plural to talk of likes and dislikes?</li> <li>• How do I use definite articles, indefinite articles and possessives to talk about my home and activities related to my home and family?</li> <li>• How can I access information about the target culture using multiple media resources?</li> <li>• How do Italian housing, meals and chores differ from my own?</li> </ul>	<ul style="list-style-type: none"> <li>• name common Italian foods.</li> <li>• list family members.</li> <li>• generate a list of adverbs of time.</li> <li>• conjugate regular <b>–ARE</b> verbs.</li> <li>• conjugate irregular verbs: <b>Avere, Essere</b> and <b>Fare</b>.</li> <li>• identify the correct forms and usage of definite articles, indefinite articles, adjectives and possessives.</li> <li>• conjugate <b>Piacere</b> in the singular and plural.</li> </ul>
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**Unit 4: Dal Veterinario - The Veterinarian, 6 weeks [top](#)**

**Standards**

***Communication (Interpersonal Mode)***

**In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.**

Students will:

- recognize that there are often multiple ways to express an idea in the target language.
- exchange thoughts about people, activities and events in their personal lives or communities.

***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will:

- comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

***Comparisons Among Languages***

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will:

- produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

**Unit Objectives**

Students will be able to:

- describe issues of health and comprehend materials related to it.
- exchange information about cities and what people do in a city.
- describe their feelings regarding animals.
- develop an appreciation of Ancient Rome.

**Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

**Focus Questions**

- How can I use *ere* verbs to express thoughts about people, how they feel, what they do and where they go?
- How do I use the verb *Andare* and the prepositions *Di* and *Da* to produce accurate,

**Assessment**

- Cosa ti piace fare?

**Skill Objectives**

Students will:

- name animals.
- list vocabulary related to a city.
- identify body parts.
- generate a list of adjectives to express feelings.
- conjugate *-ERE* verbs.
- conjugate *Andare*.
- use prepositions *di* and *da* with definite



	<p>coherent work?</p> <ul style="list-style-type: none"> <li>• How can I express my feelings regarding animals?</li> <li>• How do I present information, concepts and ideas in a way that is understood?</li> <li>• What are some monuments from Ancient Rome and what is their significance today?</li> </ul>	<p>articles.</p> <ul style="list-style-type: none"> <li>• use <i>c'è</i> and <i>ci sono</i>.</li> <li>• express fear and hurt using <i>Avere paura di</i> and <i>mi/ti fa male</i>.</li> <li>• identify monuments from ancient Rome.</li> </ul>
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**Unit 5: Non c' é niente da Fare! - There's Nothing To Do, 6 weeks [top](#)**

**Standards**

***Cultures***

**In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.**

Students will:

- observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

***Comparisons Among Cultures***

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will:

- identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.

***Communities***

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will:

- discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

**Unit Objectives**

Students will be able to:

- tell about what they want to do, make plans with others and respond to invitations during leisure time.
- develop an understanding of the significance of soccer.

**Essential Questions**

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

**Focus Questions**

- How do I talk about what I want to do and where I want to go in my free time and obtain this information from others using the verb *Volere, che* and *a*?
- How can I tell people where I am from and how

**Assessment**

- Che tipo di persona sei?

**Skill Objectives**

Students will:

- conjugate *Volere*.
- generate a list of vocabulary related to sports, leisure time activities, musical instruments and movies.
- use the contraction *a +* definite article.
- list colors.
- generate a list of traditions and customs related to soccer.
- construct sentences with the relative

	<p>can I ask people where they are from using <i>Essere + di?</i></p> <ul style="list-style-type: none"><li>• What are some traditions related to soccer?</li></ul>	<p>pronoun <i>che</i>.</p> <ul style="list-style-type: none"><li>• use <i>Essere di</i>.</li></ul>
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**Unit 6: In giro a Roma - Around Rome, 5 weeks [top](#)**

**Standards**

***Cultures***

**In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.**

Students will:

- identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance.

***Connections (Interdisciplinary Mode)***

**In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.**

Students will:

- acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

***Communities***

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will:

- demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

**Unit Objectives**

Students will be able to:

- talk about what they can and cannot do.
- be able to ask for directions and how to get around in an Italian city.
- demonstrate a basic understanding of The Vatican and its significance.
- demonstrate knowledge of countries of Europe and their capitals.

**Essential Questions**

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

**Focus Questions**

- How do I talk about travel and ways to get around in an Italian city?

**Assessment**

- Caccia al Tesoro

**Skill Objectives**

Students will:

- generate a list of vocabulary related to transportation and travel.
- conjugate *Dovere* and *Potere*.
- use the preposition in.
- list European countries and their capitals.
- list famous sites in Rome.

	<ul style="list-style-type: none"><li>• How do I say what I can or must do and how do I ask what someone can or must do?</li><li>• What are <i>ISC</i> verbs and how do I use them and other <i>IRE</i> verbs in conversation ?</li><li>• What are some sites in Rome?</li><li>• What are the capitals of European cities?</li></ul>	
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