

ITALIAN 20

Description

Italian 20 is a 2 credit course which meets daily. This course, which presents a thorough review of the grammar presented in Italian 10, completes the introduction to the basic structures of the language. It focuses on the development of comprehension and verbal communication by extending the variety of structures and vocabulary that students have already acquired.

Course Overview

Course Objectives

Students should:

Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- 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 to reinforce and expand my knowledge of other disciplines and vice versa?
- 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?
- 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?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Assessments

Common Assessments

Skill Assessments

Content Outline

Standards

Grade Level Skills

<p>I. Unit 1 - Nonno Enio e la sua famiglia / Grandpa Enio and his family</p> <p>II. Unit 2 - In città, in paese, in montagna / In the city, in the Country and in the Mountains</p> <p>III. Unit 3 - La Giostra Cavallerescadi Sulmona / The Jousting Tournament of Sulmona</p> <p>IV. Unit 4 - Una visita a Perugia / A Visit to Perugia</p> <p>V. Unit 5 - ; Baci per Isabella / Kisses for Isabel</p> <p>VI. Unit 6 - Che bella figura! / What a Good Impression!</p>	<p>Connecticut SDE – World Language Curriculum Framework 2005</p> <p>Connecticut World Language Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Communication (Interpersonal Mode)</i> • <i>Communication (Interpretive Mode)</i> • <i>Communication (Presentational Mode)</i> • <i>Cultures</i> • <i>Connections (Interdisciplinary Mode)</i> • <i>Connections (Intradisciplinary Mode)</i> • <i>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> • <i>Communities</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Skills Matrix
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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	Unit 2			Unit 3	Unit 4		Unit 5	Unit 6	
Nonno Enio e la sua famiglia / Grandpa Enio and his family	In città, in paese, in montagna / In the city, in the Country and in the Mountains			La Giostra Cavallerescadi Sulmona / The Jousting Tournament of Sulmona	Una visita a Perugia / A Visit to Perugia		Baci per Isabella / Kisses for Isabel	Che bella figura! / What a Good Impression!	
6 weeks	6 weeks			6 weeks	6 weeks		6 weeks	6 weeks	

Unit 1: Nonno Enio e la sua famiglia / Grandpa Enio and his family, 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:

- exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

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:

- prepare a diary of their daily activities and those of their families and friends in the target language.

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:

- use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.
- participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.
- use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Unit Objectives

Students will be able to:

- compare and contrast family parties in Italy and in the U.S.
- compile characteristics of the members of an extended family.
- recommend hobbies to people and examine why the hobby is appropriate.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal 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?

Focus Questions

- What role does the extended family play in a typical Italian house?

Assessment

Skill Objectives

Students will:

- create a list of members of an extended family.
- generate a list of hobbies.
- list the months.
- sing “Happy Birthday”.
- conjugate Present Perfect of *-ARE* verbs and *Nascere*.

	<ul style="list-style-type: none">• What are some cultural aspects of an Italian family?	<ul style="list-style-type: none">• list the possessive adjectives.• identify when to use Gli/le piace/piacciono.• list characteristics of a typical Italian family party.• identify famous Italians.
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Unit 2: In città, in paese, in montagna / In the city, in the Country and in the Mountains, 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:

- identify authentic products, such as x found in the target culture’s homes and communities, and discuss their significance.

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:

- use oral and written language to relate their own experiences and construct their own stories.

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:

- solicit their peers’ opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.
- use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Unit Objectives

Students will be able to:

- compile information on the regions in Italy.
- compare and contrast different regions in Italy.

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 languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Question

- What are some differences and similarities among the regions of Italy?

Assessment

Skill Objectives

Students will:

- generate a list of vocabulary related to towns, cities and the countryside and the environment.
- count to one million.
- form comparatives and superlatives.
- conjugate the perfect tense of - ire verbs.

		<ul style="list-style-type: none">• conjugate the irregular verbs <i>dire</i> and <i>dare</i> in the present.• name and locate some regions of Italy and their capital cities.• list geographical terms.
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Unit 3: La Giostra Cavallerescadi Sulmona / The Jousting Tournament of Sulmona, 6 weeks [top](#)

Standards

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:

- begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

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:

- participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

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:

- use various media from the target language and culture for entertainment.

Unit Objective

Students will be able to:

- compare and contrast festivals in Italy, United States, and European countries.

Essential Questions

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Question

- How are popular festivals in Italy celebrated?

Assessment

Skill Objectives

Students will:

- generate a list of vocabulary related to competitions.
- list vocabulary related to clothing.
- form the *passato prossimo* of regular and irregular *ere* verbs.
- conjugate the present tense of the irregular verb *sapere*.
- identify when to use *sapere* and *conoscere*.

		<ul style="list-style-type: none">• name the countries of Europe, their nationalities and their languages and locate them on a map.• identify the members of the European Union.• list characteristics of the Amalfi coast.
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Unit 4: Una visita a Perugia / A Visit to Perugia, 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:

- give and follow directions in order to travel from one location to another and ask questions for clarification.

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:

- use new information and critical thinking gained through world language study to expand their personal knowledge.

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 expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

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:

- compare and contrast art forms, such as music and songs across cultures.

Unit Objectives

Students will be able to:

- organize a visit to an Italian city.
- appreciate the unique qualities of an Italian city.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- 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

Assessment

Skill Objectives

Students will:

- generate a vocabulary list of places and objects found in a city.
- list prepositions of place.
- conjugate *Venire* in the present.

	<p>be unavailable to me? (Intradisciplinary Mode)</p> <ul style="list-style-type: none"> • How do I demonstrate an understanding of the similarities, differences and interactions across cultures? <p><u>Focus Question</u></p> <ul style="list-style-type: none"> • How does a typical Italian city differ from a typical American city? 	<ul style="list-style-type: none"> • form the passato prossimo. • list direct object pronouns. • use the preposition <i>da</i>. • name Italian cities.
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Unit 5: Baci per Isabella / Kisses for Isabel, 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:

- work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.
- participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

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:

- summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes 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:

- solicit their peers' opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

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:

- interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.

Unit Objectives

Students will be able to:

- examine a typical summer vacation at the shore
- invent the perfect vacation at the shore for an American family visiting Italy

Essential Questions

- How do I use another language to communicate with others? (Interpersonal 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

Assessment

Skill Objectives

Students will:

- generate a vocabulary list related to shopping, the restaurant and vacations.

	<p>cultures?</p> <ul style="list-style-type: none"> • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? <p><u>Focus Question</u></p> <ul style="list-style-type: none"> • How does the Italian way of life influence a summer vacation at the shore? 	<ul style="list-style-type: none"> • identify when to use the formal and the familiar forms of address. • conjugate the verb <i>uscire</i>. • replace the direct object with direct object pronouns. • form adverbs from adjectives. • identify the ways in which people spend their vacations on the Italian coast.
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Unit 6: Che bella figura! / What a Good Impression!, 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:

- acquire goods and/or services through basic negotiations and exchange of monies.

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:

- work individually to collect data on familiar topics from various print, digital and electronic resources.

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:

- prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.

Unit Objectives

Students will be able to:

- organize a shopping spree at the market.
- critique the importance of Italian fashion in the world arena.

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)

Focus Question

- What role does the market play in Italian culture?

Assessment

Skill Objectives

Students will:

- list vocabulary related to clothing.
- list the indirect object pronouns.
- identify direct and indirect object pronouns.
- form the imperative.
- make past participles agree with direct object pronouns.
- identify when to use *da* and the present tense.