

ITALIAN 41

Description

Italian 41, a two semester, two credit course, meets daily and is conducted primarily in Italian. It is an intermediate course that emphasizes the continued development of reading, writing, listening, and speaking skills in a cultural context. The textbook is used as the primary source in the course. In addition, students will access online resources and be exposed to authentic materials in order to increase their cultural understanding. The development of clear and effective communication is emphasized throughout the course.

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

Assessments

Common Assessments

Skill Assessments

	<p>across 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>Content Outline</u></p> <p>I. Unit 1 - Chi trova un amico trova un Tesoro - A good friend is hard to find</p> <p>II. Unit 2 - Scopriamo l'Italia - Let's Discover Italy</p> <p>III. Unit 3 - Come sarebbe la vita se....? - What would life be like if....?</p> <p>IV. Unit 4 - Che ne pensi...? - What do you think about...?</p> <p>V. Unit 5 - Etica - Ethics and Social Injustice</p>	<p><u>Standards</u></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><u>Grade Level Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Skills Matrix

Pacing Guide

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
<u>Chi trova un amico trova un Tesoro - A good friend is hard to find</u>		<u>Scopriamo l'Italia - Let's Discover Italy</u>			<u>Come sarebbe la vita se....? - What would life be like if....?</u>		<u>Che ne pensi...? - What do you think about...?</u>		<u>Etica - Ethics and Social Injustice</u>
6 weeks		6 weeks			6 weeks		9 weeks		9 weeks

Unit 1 - Chi trova un amico trova un Tesoro - A good friend is hard to find, 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:

- participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

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:

- interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.

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:

- establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.

Unit Objectives

Students will be able to:

- evaluate the role of friendship in their lives.
- compare and contrast common Italian and American proverbs.
- infer meaning through gestures.

Essential Questions

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

- What is the meaning of friendship and what role does it play in our lives?
- How is communication enriched by the use of physical gestures and proverbs?

Assessments

- Caro Cioe`

Skill Objectives

Students will:

- generate vocabulary related to party preparation.
- list personality traits.
- identify Idiomatic expressions with *avere, fare, stare and dare*.
- form irregular imperatives.
- replace direct and indirect objects with pronouns with imperatives.
- identify negative expressions.

		<ul style="list-style-type: none">• state Italian proverbs.• identify Italian gestures.
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Unit 2 – Scopriamo l'Italia - Let's Discover Italy, 6 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 letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.

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 and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.
- evaluate the effectiveness of a communicative interaction based on cultural elements.

Unit Objective

Students will be able to:

- interpret patterns of behavior and perspectives related to vacations and travel.

Essential Questions

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

Focus Question

- What is the role that vacation plays in Italian culture and how does that differ from the American perspective?

Assessment

- Paradisoitalia.com

Skill Objectives

Students will:

- list travel vocabulary.
- identify interrogative expressions.
- conjugate verbs in the future.
- list Irregular comparative and superlative adjectives and adverbs.
- name common suffixes.
- locate travel destinations and list popular activities.

Unit 3 - Come sarebbe la vita se....? - What would life be like if....?, 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, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.

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 information acquired from other school subjects to complete activities in the world language classroom.

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:

- access and analyze materials, looking for sources of information for potential use in original work on the target language and cultures.

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:

- evaluate the style of a communicative interaction in the target language.

Unit Objectives

Students will be able to:

- compare and contrast educational and employment opportunities.
- evaluate the economic and social reality in Italy and compare it with other countries.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture? (Cultures)
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?
- How do I demonstrate understand what others are trying to communicate in another language? (Interpretive mode)

Assessment

- Il mio mondo ideale

Skill Objectives

Students will:

- generate a list of vocabulary related to careers.
- name social issues.
- conjugate verbs in the conditional.

	<ul style="list-style-type: none"> • How do I demonstrate an understanding of the similarities, differences and interactions across languages? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What are possible career options and what criteria does one use in order to choose a career? • How do the economic and social realities affect career choices? 	<ul style="list-style-type: none"> • replace direct and indirect objects with double object pronouns. • list aspects of the economic and social reality in Italy.
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Unit 4 - Che ne pensi...? - What do you think about...?, 9 weeks [top](#)

Standards

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 analyze aspects of the target culture(s) and apply their knowledge to new situations.

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:

- analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.

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:

- discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.

Unit Objectives

Students will be able to:

- compare and contrast driving habits and customs in Italy and in the United States.
- summarize contemporary issues affecting the world.

Essential Questions

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

Focus Questions

- What do I need to know in order to drive in a foreign country?

Assessments

- Oggi in Italia

Skill Objectives

Students will:

- list vocabulary related to driving.
- conjugate verbs in the present subjunctive.
- conjugate verbs in the past subjunctive.
- identify when to use the present and past subjunctive.
- identify driving habits and customs in Italy.

	<ul style="list-style-type: none">• What are some issues affecting the world today and how are these issues viewed by members of the target culture?	<ul style="list-style-type: none">• name contemporary issues affecting the world.
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Unit 5 - Etica - Ethics and Social Injustice, 9 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:

- employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.
- exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

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 and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.

Unit Objectives

Students will be able to:

- analyze the characters and evaluate their motivation.
- examine the events in the work and compare them with their own personal experiences.
- evaluate conflict.

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?

Focus Questions

- How does literature contribute to an understanding of ourselves and others?
- How do the choices that people make shape their identities?

Assessment

- La Scena Persa

Skill Objectives

Students will:

- identify the characters.
- construct a graphic organizer listing the main events.
- list the universal themes.
- recognize literary references in the target language.