

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

ITALIAN 10

Board of Education Approved 10/23/2007

ITALIAN 10

Statement of Purpose

The goal of our World Language program is to encourage an understanding of and an interest in other cultures through the study of another language and to develop skills that allow for communication in a target language. In Italian 10, students will develop basic language skills and an awareness of the products, practices and perspectives of the target culture.

Audience

Grades 9, 10, 11, and 12

Prerequisite

None

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

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.
- name items related to school including objects found in a school and subjects taught.
- list the names of sports.
- create a list of idiomatic expressions with *Avere*.
- generate a list of formal and informal greetings and commands.
- recite the alphabet and spell words.
- list the components of a typical Italian school day.
- locate and identify some major Italian cities.
- identify common gestures.
- 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.
- name rooms in house and the function of each.
- list household chores.
- identify a typical Italian home.
- name common Italian foods.
- list family members.
- generate a list of adverbs of time.
- conjugate regular *-ARE* verbs.
- conjugate irregular verbs: *Avere*, *Essere* and *Fare*.
- identify the correct forms and usage of definite articles, indefinite articles, adjectives and possessives.
- conjugate *Piacere* in the singular and plural.
- 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 articles.
- use *c'è* and *ci sono*.
- express fear and hurt using *Avere paura di* and *mi/ti fa male*.
- identify monuments from ancient Rome.
- 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 pronoun *che*.
- use *Essere di*.
- 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.

World Language 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.

Students will describe various objects and people found at home and school.

Students will recognize that there are often multiple ways to express an idea in the target language.

Students will 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 recognize and respond appropriately to questions, statements or commands.

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

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.

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.

Students will present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.

Students will effectively use repetition, rephrasing and gestures to assist them in communicating their meaning 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 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.

Students will observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in 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 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.

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).

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.

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

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.

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

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.

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

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

Information and Technology Standards (to be added)

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?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- How do I greet people using appropriate gestures and share information about myself and how can I find out this information about others?
- How do idiomatic expressions and gestures affect communication and how do they reflect the target culture?
- What are Italian schools like and how do they compare with my own school?
- What are some major Italian cities and where are they?
- 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?
- How do I use the present tense of **-ARE** verbs and the verbs **Avere**, **Essere**, and **Fare** to talk about my home, activities related to home and family?
- How does one use **Piacere** in the plural to talk of likes and dislikes?
- How do I use definite articles, indefinite articles and possessives to talk about my home and activities related to my home and family?
- How can I access information about the target culture using multiple media resources?
- How do Italian housing, meals and chores differ from my own?
- 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, coherent work?
- How can I express my feelings regarding animals?
- How do I present information, concepts and ideas in a way that is understood?
- What are some monuments from Ancient Rome and what is their significance today?
- 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 can I ask people where they are from using *Essere* + *di*?
- What are some traditions related to soccer?
- How do I talk about travel and ways to get around in an Italian city?
- How do I say what I can or must do and how do I ask what someone can or must do?
- What are *-ISC* verbs and how do I use them and other *IRE* verbs in conversation?
- What are some sites in Rome?
- What are the capitals of European cities?

UNITS OF STUDY

Unit 1: Questa e la mia Classe - School

World Language 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.

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?

Focus Questions

- How do I greet people using appropriate gestures and share information about myself and how can I find out this information about others?

- How do idiomatic expressions and gestures affect communication and how do they reflect the target culture?
- What are Italian schools like and how do they compare with my own school?
- What are some major Italian cities and where are they?

Core Topics

Vocabulary

- Alphabet
- School – subjects and objects found in school
- Sports
- Numbers from 1 – 100
- Informal and formal greetings and commands
- Idiomatic expressions with *Avere*

Grammar

- Subject Pronouns in the singular
- The verbs *Chiamarsi*, *Abitare*, *Avere* and *Essere* in the singular
- Time

Culture

- Italian school system
- Geography of Italy
- Gestures

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.

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.
- name items related to school including objects found in a school and subjects taught.
- list the names of sports.
- create a list of idiomatic expressions with *Avere*.
- generate a list of formal and informal greetings and commands.
- recite the alphabet and spell words.
- list the components of a typical Italian school day.
- locate and identify some major Italian cities.
- identify common gestures.

Sample Assessment

Como ti chiami?

Pacing
5 weeks

Unit 2: Ti piace? - Do You Like...?

World Language 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.

Students will 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.

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?

Core Topics

Vocabulary

- Words and expressions related to school
- Adjectives to describe people
- Interrogatives
- Numbers from 100-1,000
- Time

Grammar

- The singular forms of *piace*.
- Formation of questions
- *Essere*
- Formation of negative statements
- Possession (*di, tuo/a, mio/a*)

- Gender and noun/adjective agreement
- Singular definite articles

Culture

- Italian gestures

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.

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.

Sample Assessment

Questo e` il mio amico

Pacing

5 weeks

Unit 3: A casa con I Ferraro – At Home

World Language 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.

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 culture to enrich my life and broaden my opportunities?

Focus Questions

- How do I use the present tense of *–ARE* verbs and the verbs *Avere*, *Essere*, and *Fare* to talk about my home, activities related to home and family?

- How does one use *Piacere* in the plural to talk of likes and dislikes?
- How do I use definite articles, indefinite articles and possessives to talk about my home and activities related to my home and family?
- How can I access information about the target culture using multiple media resources?
- How do Italian housing, meals and chores differ from my own?

Core Topics

Vocabulary

- Rooms of the house
- Family
- Foods
- Chores
- Adverbs of time

Grammar

- The present tense of *–ARE* verbs
- The present tense of *Avere, Essere, and Fare*
- Definite and indefinite articles, singular and plural
- Definite article w/ possessives
- The plural forms of *Piacere*
- Formation of nouns and adjectives in the plural

Culture

- Italian housing and meals

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 evaluate the information.

Skill Objectives

Students will:

- name rooms in house and the function of each.
- list household chores.
- identify a typical Italian home.
- name common Italian foods.
- list family members.
- generate a list of adverbs of time.
- conjugate regular *–ARE* verbs.
- conjugate irregular verbs: *Avere, Essere* and *Fare*.
- identify the correct forms and usage of definite articles, indefinite articles, adjectives and possessives.

- conjugate *Piacere* in the singular and plural.

Sample Assessment

Il Sondaggio dice

Pacing

5 weeks

Unit 4: Dal Veterinario - The Veterinarian

World Language 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.

Students will 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).

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, coherent work?
- How can I express my feelings regarding animals?
- How do I present information, concepts and ideas in a way that is understood?
- What are some monuments from Ancient Rome and what is their significance today?

Core Topics

Vocabulary

- Animals
- The City
- Parts of the Body
- Feelings

Grammar

- The present tense of *-ERE* verbs
- The irregular verb *Andare*
- Contractions of definite articles with prepositions *Di* and *Da*
- *C'è* and *Ci sono*
- The idiomatic use of *Avere paura di* and *Mi/ti fa male*

Culture

- Ancient Rome

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.

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 articles.
- use *c'è* and *ci sono*.
- express fear and hurt using *Avere paura di* and *mi/ti fa male*.
- identify monuments from ancient Rome.

Sample Assessment

Cosa ti piace fare?

Pacing

6 weeks

Unit 5: Non c' é niente da Fare! - There's Nothing To Do

World Language 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.

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 can I ask people where they are from using *Essere + di*?
- What are some traditions related to soccer?

Core Topics

Vocabulary

- Sports and Leisure
- Musical Instruments

- Movies
- Colors

Grammar

- *Volere*
- A + definite article
- The relative pronoun *Che*
- *Essere + di*

Culture

- Soccer

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.

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 pronoun *che*.
- use *Essere di*.

Sample Assessment

Che tipo di persona sei?

Pacing

6 weeks

Unit 6: In giro a Roma - Around Rome

World Language 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.

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?
- How do I say what I can or must do and how do I ask what someone can or must do?
- What are *ISC* verbs and how do I use them and other *IRE* verbs in conversation?
- What are some sites in Rome?
- What are the capitals of European cities?

Core Topics

Vocabulary

- Travel
- Transportation
- Directions

Grammar

- Irregular verbs *Dovere* and *Potere*, including *si può/si deve*
- Present tense of regular *-IRE* verbs and *-ISC* verbs
- Contractions with *in*

Culture

- Rome
- European countries and their capitals

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.

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.

Sample Assessment

Caccia al Tesoro

Pacing

5 weeks