

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

ITALIAN 20

Board of Education Approved 03/10/2009

ITALIAN 20

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 20, students will continue to develop basic language skills and an increased awareness of the products, practices and perspectives of the target culture.

Audience

Grades 10, 11, 12

Prerequisite

Successful completion of Italian 10

Design and 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 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.
- compile information on the regions in Italy.
- compare and contrast different regions in Italy.
- compare and contrast festivals in Italy, United States, and European countries.
- organize a visit to an Italian city.
- appreciate the unique qualities of an Italian city.
- examine a typical summer vacation at the shore.
- invent the perfect vacation at the shore for an American family visiting Italy.
- organize a shopping spree at the market.
- critique the importance of Italian fashion in the world arena.

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**.
- list the possessive adjectives.

- identify when to use Gli/le piace/piacciono.
- list characteristics of a typical Italian family party.
- identify famous Italians.
- 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.
- conjugate the irregular verbs *dire* and *dare* in the present.
- name and locate some regions of Italy and their capital cities.
- list geographical terms.
- 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*.
- 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 Almalfi coast.
- generate a vocabulary list of places and objects found in a city.
- list prepositions of place.
- conjugate *Venire* in the present.
- form the passato prossimo.
- list direct object pronouns.
- use the preposition *da*.
- name Italian cities.
- generate a vocabulary list related to shopping, the restaurant and vacations.
- identify when to use the formal and the familiar forms of address.
- conjugate the verb *uscire*.
- 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.
- 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.

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 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.

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

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.

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

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

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

Students will summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

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.

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.

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.

Students will identify authentic products, such as x found in the target culture's homes and communities, and discuss 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 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 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.

Students will 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.

Students will compare and contrast art forms, such as music and songs 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 use various media from the target language and culture for entertainment.

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.

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

- What role does the extended family play in a typical Italian house?
- What are some cultural aspects of an Italian family?
- What are some differences and similarities among the regions of Italy?
- How are popular festivals in Italy celebrated?
- How does a typical Italian city differ from a typical American city?

- How does the Italian way of life influence a summer vacation at the shore?
- What role does the market play in Italian culture?

UNITS OF STUDY

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

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 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.

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.

Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

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?

- What are some cultural aspects of an Italian family?

Core Topics

Vocabulary

- The extended Family
- Months
- Hobbies
- Parties

Grammar

- Present Perfect of **-ARE** verbs and **Nascere**
- Gli/le piace/piacciono
- Possessive adjectives

Culture

- Italian family party
- Famous Italians

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.

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**.
- list the possessive adjectives.
- identify when to use Gli/le piace/piacciono.
- list characteristics of a typical Italian family party.
- identify famous Italians.

Sample Assessment

Pacing

6 weeks

Unit 2: In città, in paese, in montagna / In the city, in the Country and in the Mountains

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 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.

Students will 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.

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?

Core Topics

Vocabulary

- Towns, cities and the countryside

- The environment
- Numbers to one million

Grammar

- The *Passato Prossimo* (*perfect tense*) of *ire* verbs
- The present tense of the irregular verbs *dire* and *dare*
- Comparatives and superlatives

Culture

- Italian geography

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will be able to:

- 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.
- conjugate the irregular verbs *dire* and *dare* in the present.
- name and locate some regions of Italy and their capital cities.
- list geographical terms.

Sample Assessments

Pacing

6 weeks

Unit 3: La Giostra Cavallerescadi Sulmona / The Jousting Tournament of Sulmona

World Language 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.

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?

Core Topics

Vocabulary

- Clothing
- Competitions
- Countries, nationalities and languages in Europe

Grammar

- *Il passato prossimo (perfect)* of regular and irregular **ere** verbs
- The present tense of irregular verb **sapere**

- *Sapere vs conoscere*

Culture

- Popular festivals in Italy
- The Amalfi Coast

Unit Objective

Students will be able to:

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

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*.
- 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 Almalfi coast.

Sample Assessments

Pacing

6 weeks

Unit 4: Una visita a Perugia / A Visit to Perugia

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 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.

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 be unavailable to me? (Intradisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Question

- How does a typical Italian city differ from a typical American city?

Core Topics

Vocabulary

- The city
- Prepositions of place

Grammar

- The present tense of Irregular verb *venire*
- Verbs that take *essere* in the *passato prossimo*
- Direct object pronouns
- The preposition DA

Culture

- Italian cities

Unit Objectives

Students will be able to:

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

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.
- form the *passato prossimo*.
- list direct object pronouns.
- use the preposition *da*.
- name Italian cities.

Sample Assessment

Pacing

6 weeks

Unit 5: Baci per Isabella / Kisses for Isabel

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 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.

Students will 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.

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 cultures?

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

Focus Question

- How does the Italian way of life influence a summer vacation at the shore?

Core Topics

Vocabulary

- Shopping
- The restaurant
- Vacations

Grammar

- *Lei* vs. *Tu*
- The present tense of the Irregular verb *Uscire*
- Direct Object Pronouns
- Adverbs

Culture

- Seaside vacations

Unit Objectives

Student 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

Skill Objectives

Students will:

- generate a vocabulary list related to shopping, the restaurant and vacations.
- identify when to use the formal and the familiar forms of address.
- conjugate the verb *uscire*.
- 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.

Sample Assessment

Pacing

6 weeks

Unit 6: Che bella figura! / What a Good Impression!

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 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.

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?

Core Topics

Vocabulary

- Clothing

Grammar

- Idiomatic use of da with the present tense
- Agreement of past participles with direct object pronouns
- The imperative
- Indirect object pronouns

Culture

- Italian fashion

Unit Objectives

Students will be able to:

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

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.

Sample Assessment

Pacing

6 weeks