

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

ITALIAN 31

BOE Approved 03/10/2009

ITALIAN 31

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. The emphasis of Italian 31 is to strengthen a student's current level of skills introducing new grammatical structures, vocabulary and an awareness of the country's cultural diversity. Based on the State Standards, this course continues to provide students with a firm overall foundation in Italian.

Audience

Grades 11, 12

Prerequisite

Successful completion of Italian 20 and/or teacher recommendation

Design and Description

The 31 level, conducted primarily in the target language, is intended to strengthen the student's proficiency and awareness of the target culture. It is an intermediate course in which students will continue to develop their reading, writing, listening and speaking skills acquired through the study of new grammatical structures, vocabulary and idioms within the context of a specific theme. Students will also be exposed to a variety of supplementary materials such as music, film and internet websites to improve their communication skills and cultural awareness.

Course Objectives

Students will be able to:

- compare and contrast their daily habits with those of their peers in Italy.
- rely on verbal and non-verbal prompts in order to enhance their comprehension and their ability to communicate with others.
- analyze authentic sports presentations.
- value an appreciation of the culture of Venice and its unique transportation system.
- compare and contrast schools in Italy and in the United States.
- analyze a short story and formulate predictions.
- examine issues related to a healthy life style.
- design steps for a healthy life style.
- compare and contrast their own leisure time activities with those of their peers in Italy.
- participate in community activities enhancing their knowledge of Italian language and culture.
- utilize the internet to enrich their understanding of Italian crafts and products.

Skill Objectives

Students will:

- name vocabulary related to daily routines and activities.

- conjugate reflexive verbs.
- conjugate reciprocal verbs.
- identify the use of the pronouns *Ci* and *Ne*.
- locate the placement of pronouns with infinitives.
- recognize when to use of *a* and *di* with the verb *pensare*.
- list typical summer vacation activities in Italy.
- list sports vocabulary.
- conjugate the *Passato Prossimo* with reflexive pronouns.
- form informal Imperatives with reflexive pronouns.
- conjugate the verb *tenere*.
- identify the use of the Impersonal *si*.
- pick the correct form of the possessive adjective.
- identify famous landmarks, festivals and modes of transportation in Venice.
- identify vocabulary related to academics.
- generate a list of personality traits.
- name verbs that take indirect object pronouns.
- place indirect object pronouns in sentences.
- list ordinal numbers.
- form irregular imperatives.
- describe schools in Italy.
- locate Caltagirone and list its unique features.
- identify the main characters and main ideas in a short story.
- generate a vocabulary list related to health and fitness.
- conjugate *Piacere* in the Present Perfect.
- conjugate verbs in the Imperfect Tense.
- conjugate *Rimanere* and *Bere* in the present tense.
- identify the meaning of *appena*.
- name components of a healthy life style.
- list vocabulary in order to make plans.
- identify exclamatory expressions.
- name vocabulary related to entertainment.
- conjugate irregular verbs in the Imperfect.
- identify irregular nouns.
- recognize the placement of adjectives.
- select *di* or *da*.
- locate Bologna and list its unique features.
- generate a list of vocabulary related to shopping.
- list vocabulary related to the scooter.
- select the Imperfect or the Present Perfect.
- recognize the uses of the prepositions *Per*, *Fra* and *In*.
- list the disjunctive pronouns and identify their use.
- locate Milano and Florence and list its unique features.
- identify Italian exports.

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 about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.

Students will find alternate methods of communication when they cannot express their intended message adequately.

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 sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

Students will understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Students will identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.

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 notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

Students will make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.

Students will perform scenes from plays and/or recite poems or excerpts from short stories 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, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

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 more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, 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 develop the necessary skills to use the Internet in order to gain greater access to 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 expand comprehension strategies to predict outcomes and make comparisons.

Students will access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.

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 investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

Students will use new information and perspectives to compare and contrast their experiences with those of their peers in 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 consult various sources in the target language to obtain information on topics of personal interest.

Students will demonstrate their target language skills while involved in community activities, including community service activities.

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 my daily habits and customs differ from those of my contemporaries in Italy?
- How can I use contextual cues, both verbal and nonverbal, to understand what is being said to me and how can I use them in order to make myself understood?
- What role do sports play in Italian culture and how does that compare to its role in American culture?

- What is it like to attend school in Italy and how does that experience compare to the American experience?
- What role does health and fitness play in society?
- What are typical ways that young adults spend their leisure time?
- What modes of communication are available to me in order to interact with others?
- How can my knowledge of contemporary Italian design complement by understanding of Italian culture?

UNITS of STUDY

Unit 1:Una giornata tipica - A typical day

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 about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.

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 sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

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 consult various sources in the target language to obtain information on topics of personal interest.

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 knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- How do my daily habits and customs differ from those of my contemporaries in Italy?
- How can I use contextual cues, both verbal and nonverbal, to understand what is being said to me and how can I use them in order to make myself understood?

Core Topics

Vocabulary

- Daily routines and activities

Grammar

- Reflexive verbs
- Reciprocal Verbs
- Object Pronouns *Ci* and *Ne*
- Placement of Pronouns with infinitives
- *Pensare a* and *Pensare di*

Culture

- Vacations

Unit Objectives

Students will be able to:

- compare and contrast their daily habits with those of their peers in Italy.
- rely on verbal and non-verbal prompts in order to enhance their comprehension and their ability to communicate with others.

Skill Objectives

Students will:

- name vocabulary related to daily routines and activities.
- conjugate reflexive verbs.
- conjugate reciprocal verbs.
- identify the use of the pronouns *Ci* and *Ne*.
- locate the placement of pronouns with infinitives.
- recognize when to use of *a* and *di* with the verb *pensare*.
- list typical summer vacation activities in Italy.

Sample Assessment

Ci vediamo stasera

Pacing

6 weeks

Unit 2: Giochiamo - Let's Play!

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 understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

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 notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

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 investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

Essential Questions

- 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 cultures?

Focus Question

- What role do sports play in Italian culture and how does that compare to its role in American culture?

Core Topics

Vocabulary

- Sports

Grammar

- The *Passato Prossimo* with reflexive pronouns
- Informal Imperatives used with reflexive pronouns
- Review of possessive adjectives
- The verb *Tenere*

- Impersonal *Si*
- Culture

- Sports
- Venice

Unit Objectives

Students will be able to:

- analyze authentic sports presentations.
- value an appreciation of the culture of Venice and its unique transportation system.

Skill Objectives

Students will:

- list sports vocabulary.
- conjugate the *Passato Prossimo* with reflexive pronouns.
- form informal Imperatives with reflexive pronouns.
- conjugate the verb *tenere*.
- identify the use of the Impersonal *si*.
- pick the correct form of the possessive adjective.
- identify famous landmarks, festivals and modes of transportation in Venice.

Sample Assessment

Un incidente a Venezia. An accident on the Grand Canal

Pacing

6 weeks

Unit 3: Il Liceo - High School

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 identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.

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 make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.

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 expand comprehension strategies to predict outcomes and make comparisons.

Essential Questions

- 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 Question

- What is it like to attend school in Italy and how does that experience compare to the American experience?

Core Topics

Vocabulary

- Academic
- Personality traits

Grammar

- Indirect object pronouns
- Irregular imperatives
- Ordinal numbers

Culture

- Schools in Italy
- Caltagirone

Unit Objectives

Students will be able to:

- compare and contrast schools in Italy and in the United States.
- analyze a short story and formulate predictions.

Skill Objectives

Students will:

- identify vocabulary related to academics.
- generate a list of personality traits.
- name verbs that take indirect object pronouns.
- place indirect object pronouns in sentences.
- list ordinal numbers.
- form irregular imperatives.
- describe schools in Italy.
- locate Caltagirone and list its unique features.
- identify the main characters and main ideas in a short story.

Sample Assessment

Icompagnidiclasse.com *Yourclassmates.com*

Pacing

6 weeks

Unit 4: La salute e la dieta - Health and diet

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 perform scenes from plays and/or recite poems or excerpts from short stories 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 access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.

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 languages?

Focus Question

- What role does health and fitness play in society?

Core Topics

Vocabulary

- Health and fitness

Grammar

- The imperfect
- Present perfect of *Piacere*
- The adverb, appena
- The present tense *Rimanere* and *Bere*

Culture

- Health and fitness

Unit Objectives

Students will be able to:

- examine issues related to a healthy life style.
- design steps for a healthy life style.

Skill Objectives

Students will:

- generate a vocabulary list related to health and fitness.
- conjugate *Piacere* in the Present Perfect.

- conjugate verbs in the Imperfect Tense.
- conjugate *Rimanere* and *Bere* in the present tense.
- identify the meaning of *appena*.
- name components of a healthy life style.

Sample Assessment

Come eravamo da bambini - What we were like as children

Pacing

6 weeks

Unit 5: Facciamo programmi! - Let's Make Plans!

World Language Standards

Communication (Interpersonal Mode)

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Students will find alternate methods of communication when they cannot express their intended message adequately.

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 compare and contrast their experiences with those of their peers in 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 demonstrate their target language skills while involved in community activities, including community service activities.

Essential Questions

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

- What are typical ways that young adults spend their leisure time?
- What modes of communication are available to me in order to interact with others?

Core Topics

Vocabulary

- Exclamations
- Making plans
- Entertainment

Grammar

- Irregular verbs in the Imperfect

- Irregular noun endings
- Uses of *Di* and *Da*
- Position of adjectives

Culture

- Entertainment
- Bologna

Unit Objectives

Students will be able to:

- compare and contrast their own leisure time activities with those of their peers in Italy.
- participate in community activities enhancing their knowledge of Italian language and culture.

Skill Objectives

Students will:

- list vocabulary in order to make plans.
- identify exclamatory expressions.
- name vocabulary related to entertainment.
- conjugate irregular verbs in the Imperfect.
- identify irregular nouns.
- recognize the placement of adjectives.
- select *di* or *da*.
- locate Bologna and list its unique features.

Sample Assessment

Raccontami una storia. Tell me a story

Pacing

6 weeks

Unit 6: Fare lo shopping - Going Shopping

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, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

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 more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, 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 develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

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 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)

Focus Question

- How can my knowledge of contemporary Italian design complement by understanding of Italian culture?

Core Topics

Vocabulary

- Shopping
- The scooter

Grammar

- The Imperfect and the Present Perfect
- Uses of prepositions *Per, Fra* and *In*
- Disjunctive Pronouns

Culture

- Italian exports
- Milano and Florence
- Scooters and motorini

Unit Objective

Students will be able to:

- utilize the internet to enrich their understanding of Italian crafts and products.

Skill Objectives

Students will:

- generate a list of vocabulary related to shopping.
- list vocabulary related to the scooter.
- select the Imperfect or the Present Perfect.
- recognize the uses of the prepositions *Per, Fra* and *In*.
- list the disjunctive pronouns and identify their use.
- locate Milano and Florence and list its unique features.
- identify Italian exports.

Sample Assessment

Il "Made in Italy": non solo moda, pizza e pasta! (Made in Italy, not just fashion, pizza and pasta.)

Pacing

6 weeks