

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

ITALIAN 41

BOARD OF EDUCATION APPROVED 03/10/2009

ITALIAN 41

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 41 students continue to strengthen their reading, writing, speaking and listening skills through the introduction of new vocabulary and grammatical structures. Greater emphasis will be placed on reading comprehension. Students will be exposed to a variety of authentic reading materials as well as texts adapted for students.

Based on the State Standards, this course continues to provide students with a firm overall foundation in Italian.

Audience

Grade 12

Prerequisite

Successful completion of Italian 31 or teacher recommendation

Design and 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 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.
- interpret patterns of behavior and perspectives related to vacations and travel.
- compare and contrast educational and employment opportunities.
- evaluate the economic and social reality in Italy and compare it with other countries.
- compare and contrast driving habits and customs in Italy and in the United States.
- summarize contemporary issues affecting the world.
- analyze the characters and evaluate their motivation.
- examine the events in the work and compare them with their own personal experiences.
- evaluate conflict.

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.
- state Italian proverbs.
- identify Italian gestures.
- 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.
- generate a list of vocabulary related to careers.
- name social issues.
- conjugate verbs in the conditional.
- replace direct and indirect objects with double object pronouns.
- list aspects of the economic and social reality in Italy.
- 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.
- name contemporary issues affecting the world.
- identify the characters.
- construct a graphic organizer listing the main events.
- list the universal themes.
- recognize literary references in the target language.

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

Students will employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

Students will 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.

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.

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.

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.

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

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 use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

Students will evaluate the effectiveness of a communicative interaction based on cultural elements.

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

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.

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 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?
- What is the role that vacation plays in Italian culture and how does that differ from the American perspective?
- 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?
- What do I need to know in order to drive in a foreign country?
- What are some issues affecting the world today and how are these issues viewed by members of the target culture?
- How does literature contribute to an understanding of ourselves and others?
- How do the choices that people make shape their identities?

UNITS OF STUDY

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

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 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.

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?

Core Topics

Vocabulary

- Personality traits
- Party preparation
- Idiomatic expressions with *avere, fare, stare and dare*.

Grammar

- Irregular imperatives
- Pronouns with imperatives
- Negative expressions

Culture

- Italian proverbs
- Italian gestures

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.

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.
- state Italian proverbs.
- identify Italian gestures.

Sample Assessment

Caro Cioe`

Pacing

6 weeks

Unit 2: Scopriamo l'Italia - Let's Discover Italy

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 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.

Students will evaluate the effectiveness of a communicative interaction based on cultural elements.

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?

Core Topics

Vocabulary

- Travel
- Interrogative expressions

Grammar

- Future tense
- Irregular comparative and superlative adjectives and adverbs
- Common suffixes

Culture

- Travel destinations and activities

Unit Objective

Students will be able to:

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

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.

Sample Assessment

Paradisoitalia.com

Pacing

6 weeks

Unit 3: Come sarebbe la vita se....? - What would life be like if....?

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 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.

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

Focus Questions

- 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?

Core Topics

Vocabulary

- Careers
- Social issues

Grammar

- The conditional
- Double object pronouns

Culture

- The economic and social reality in Italy

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.

Skill Objectives

Students will:

- generate a list of vocabulary related to careers.
- name social issues.
- conjugate verbs in the conditional.
- replace direct and indirect objects with double object pronouns.
- list aspects of the economic and social reality in Italy.

Sample Assessment

Il mio mondo ideale

Pacing

6 weeks

Unit 4: Che ne pensi...? - What do you think about...?

World Language 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.

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?
- What are some issues affecting the world today and how are these issues viewed by members of the target culture?

Core Topics

Vocabulary

- Driving
- Current events

Grammar

- Present subjunctive
- Past subjunctive
- Sequence of tenses

Culture

- Driving in Italy

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.

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.
- name contemporary issues affecting the world.

Sample Assessment

Oggi in Italia

Pacing

9 weeks

Unit 5: Etica - Ethics and Social Injustice

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 employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

Students will 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.

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?

Core Topics

Culture

- Ethics
- Social injustice

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.

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.

Sample Assessment

La Scena Persa

Pacing

9 weeks