

Italian I - College Prep

Course Outline and Proficiencies

Area: World Languages
Level: College Prep
Textbook: Prego (sixth edition)
Length: Full year
Credit: 5
Prerequisite: None
Grades: 9,10,11,12
Revised: July 2008

I. Introduction

The emphasis in the World Languages program is based on oral communication. Goals, objectives, and materials are designed to help the student learn functional speaking skills. The reading and writing skills taught at this level are to enhance the speaking skills, and to introduce the student to level-appropriate authentic material drawn from numerous sources of media.

II. Course Description

The Italian I course introduces the student to the fundamentals of the Italian language and culture. The course presents a systematic and sequential approach to the acquisition of the basic language skills (speaking, listening, reading, and writing) as well as an introduction to Italian culture. At this level, sound discrimination is given great emphasis in order to develop good pronunciation and natural intonation. The syntax of the language is employed in a variety of ways to help the student communicate in the target language from the outset. The textbook consists of thematic units that provide contemporary and relevant material for conversational activities. Cultural and career awareness are integrated through readings, realia, films, magazines, newspapers, and other selected media.

III. Core Curriculum Content Standards:

Standard 7.1 (Communication)

All students will be able to communicate in at least one world language in addition to English. They will use the language to do as follows: engage in conversation; understand and interpret spoken and written language; present information, concepts, and ideas while making connections with other disciplines; compare the language/culture studied with their own; and participate in multilingual communities.

Standard 7.2 (Culture)

All students will demonstrate an understanding of the perspectives of culture(s) through experiences with its products and practices.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affect ional or social orientation, gender, religion, disability or socioeconomic status.

IV. Proficiencies

By the end of the first year course, students will demonstrate the ability to do the following:

Speaking:

1. Make statements, ask and answer questions in the present tense on topics and themes that they have learned.
2. Express immediate needs for things such as food and shelter, using sentences of phrases from previously learned material.
3. Manipulate the language to participate in simple, spontaneous conversations.
4. Describe objects, people, places, situations, and pictures using learned vocabulary and grammatical structures creatively.
5. Begin to use person, gender and number appropriately, including using appropriate formality in various situations.
6. Speak so that their pronunciation and intonation neither offend nor amuse a native speaker.

Listening

1. Understand learned material that deals with basic survival situations.
2. Comprehend learned vocabulary for basic daily needs.
3. Comprehend the main idea from conversations of native speakers on topics to which they have been exposed.
4. Understand a native speaker as long as there is repetition and slower speech.

Reading

1. Identify vocabulary necessary for basic survival in areas such as food, time, personal identification, travel, clothing, etc...
2. Read with comprehension simple, non-technical material containing learned vocabulary and expressions.

Writing

1. Write limited material with reasonable accuracy on topics that the students have learned.
2. Spell learned vocabulary with reasonable accuracy.
3. Write elementary sentences in the present tense placing words in appropriate order for comprehensibility, using correct grammatical structures.

Cultural Knowledge

1. Demonstrates an awareness of the geographical locations of the parts of the world in which the target language is spoken.
2. Become familiar with basic customs, gestures, nonverbal cues, traditions and lifestyles in Italy.
3. Compare and contrast Italian and U.S. culture.
4. Begin to develop an appreciation and understanding for the cultures of the foreign countries where the language is spoken.
5. Describe and give examples of how proficiency in a second language enhances employment opportunities.
6. Use technology to enhance language acquisition and to acquire current cultural information.

V. Evaluation

Teachers will evaluate subjectively the student's class participation in individual, paired, small group and whole-class activities. A record of students' progress is maintained. (See detailed description of class participation expectations below.)

1. Students shall satisfactorily pass criteria referenced quizzes, tests, and examinations both orally and in writing.
2. A chapter test is given at the end of each thematic unit.
3. A mid-term and final examination will be administered to all students.
4. Written and oral testing will be ongoing throughout all marking periods.
5. Grades will be calculated according to the school grading policy and according to the following guidelines (not including mid-term and final examinations):

70% Test Grades including:

Oral quizzes, oral tests and oral presentations

Written quizzes, tests and projects

15% Homework

15% Class Participation

Class Participation

- 90-100** Student is prepared with materials, pays attention and contributes **extensively** to the class
- 80-89** Student is prepared with materials, pays attention, contributes **frequently** to the class
- 70-79** Student is prepared with materials, pays attention and contributes **occasionally** to the class
- 60-69** Student is prepared with materials, pays attention, but **seldom** contribute to the lesson
- 50-59** Student is not disruptive, but does not pay attention during most of class time
- Below 50** Student exhibits unacceptable behavior during any part of class

VI. Materials, Resources, Text

The program's main textbook is **Prego** (Glencoe Publishing Co., 2004) and all its accompanying ancillary materials. Listed below are additional supplementary materials that will be used during the course:

1. Italian is Fun (Amsco-2003)
2. Italian First Year (Amsco-2004)
3. Raccontini Simpatici (NTC- revised 2003)
4. Dialoghi Simpatici (NTC- revised 2003)
5. Easy Italian Crossword Puzzles (NTC- 2005)
6. Scriviamo,Scriviamo (EMC- 2002)
7. Si scrive cosi (EMC-2002)
8. Idee pratiche per le lezioni d'italiano (EMC-2001)
9. Adesso (Heinle and Heinle Publishers – revised 2006)
10. Canta che ti passa (Alma Certosa, srl- 2006)

Course Policies

Students are expected to comply with the following class procedures and rules:

1. Treat all school personnel, peers, and school property with respect.
2. Contribute actively and positively to class discussions and activities.
3. Have all materials and assignments ready at the beginning of each lesson.
4. Refrain from disrupting the learning environment.
5. Work effectively and respectfully with a variety of individuals and groups within the class.

6. Complete written assignments and projects by given due dates and ensure that work quality reflects acceptable effort and care.
7. Refrain from bringing the following items to class: food, drinks, cell phones, personal music players and backpacks.
8. Display school ID card worn on a lanyard at all times.
9. Stay on task until the instructor indicates that the lesson has ended.
10. Communicate openly and honestly with the instructor at all times in order to resolve issues and difficulties that may arise throughout the year.

VII. Implementation of technology

The students will be encouraged and given opportunities to use the tools of modern technology in their projects, class assignments and presentations. These tools may include, but are not limited to: Power Point presentations, Keynote presentations with Macintosh systems, original group films using the latest editing software, SMART boards, pod casts from a variety of pertinent websites, internet research, appropriate “Youtube” videos that depict Italian cultural events and daily life, web-accessed links for viewing Italian television programs and reading Italian newspapers, magazines and blogs. Students will also be guided through virtual tours of museums, monuments and places of historical and cultural importance.