

Curriculum Guide

Course:	Italian 2 (College Prep)
Course Number:	542
Revised:	July 2009
Textbook:	<u>Prego</u> (Glencoe Publishing, 2004 – 6th edition)
Length:	Full Year
Credit:	5 Credits
Prerequisite:	Italian 1
Grades:	9,10,11,12

I. Introduction

The emphasis in the Foreign Language program is based on oral communication. Goals, objectives and materials are designed to help the student learn the functional speaking skills, and to introduce the students to an intermediate level of self-expression in these 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

Italian 2 introduces the students to the fundamentals of the Italian language. The course presents a systematic, thematic and sequential approach to the acquisition of the four basic skills on the elementary level. The program provides practice in listening comprehension, dictation, writing exercises, hands on activities and projects as well as several types of face-to-face oral assessment and practice. At this level, more emphasis is given to accurate pronunciation and 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 program 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.

High Points 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.

III. Program Objectives

At the end of the second year of foreign language study, students will:

- 1. Demonstrate the ability to comprehend more complex spoken language.**
- 2. Demonstrate the ability to express themselves more fluently in the foreign language.**
- 3. Demonstrate the ability to read more complex materials in the foreign language.**
- 4. Demonstrate the ability to write more complex forms of the foreign language.**
- 5. Demonstrate an understanding and a more complete awareness of the Italian culture.**

IV. Core Curriculum Content Standards addressed:

Standard 7.1 (Communication)

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

Novice-Mid Learner Range

Interpretive Mode: 7.1.A 1-6

Interpersonal Mode: 7.1.B 1-5

Presentational Mode: 7.1.C 1-4

Standard 7.2 (Culture)

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

Novice-Mid Learner Range

Interpretive Mode: 7.2.A 1-4

Interpersonal Mode: 7.2.B 1-2

Presentational Mode: 7.2.C 1-3

V. Description of Instruction

The primary mode of instruction is teacher-student directed classroom, class discussions, small group work, cooperative learning activities, personalized questions, role-playing real life situations, face-to-face conversations, repetition drills, a variety of educational games and contests, creative projects that apply the material taught in each unit, a variety of activities that motivate the students to

learn and apply the vocabulary and grammatical structures presented and opportunities to do online research assignments to stimulate and expand students' cultural awareness.

Homework assignments are given daily (oral and/or written), providing the students the opportunity to apply skills learned in class. Some assignments will emphasize the grammatical concepts as well as to read and write vocabulary, and answer question related to topics.

VI. Evaluation

In addition to receiving satisfactory teacher evaluation of classroom and individual activities, students shall satisfactorily pass criteria referenced quizzes, tests and examination both orally and in writing. A chapter test will be given at the end of each unit, and individual and group oral assessments will be given on a regular basis.

Mid-term and final examinations will be administered to all students. The mid-term examination will consist of listening comprehension and a written section. The final examination will consist of a written section and an oral (face-to-face) achievement section.

Grades will be calculated according to the school grading policy and the following guidelines:

Test Grades	70%
a. Oral tests, quizzes and oral presentations	
b. Written tests, quizzes and projects	
Homework	15%
Class Participation/Small Group Work	15%

Class Participation

Class participation grades are subjectively based on the students' performance in meeting the following expectations to:

- 1. Effectively work within the classroom guidelines, policies, and procedures set forth by the instructor**
- 2. Take an active role in class activities in ways that make a positive contribution to these activities, to the atmosphere of the class and to the students' own learning**
- 3. Contribute positively to general discussions; volunteer to give appropriate responses and pertinent information; willingness to accept constructive criticism**
- 4. Cooperate with other members of the class in the learning process and in class activities; stay on task in paired and small group activities**

5. **Contribute positive remarks and encouragement to other members of the group**
6. **Have class materials ready when class begins; demonstrate respect for school property loaned to the student and in the classroom.**

Midterm Exam last revised in January 2009

Final Exam last revised in June 2009

VII. General Activities

Class activities may include, but not be limited to:

1. **Written and oral drills and exercises**
2. **Homework assignments from the text, workbook or online**
3. **Oral and visual presentations**
4. **Cooperative learning activities**
5. **A variety of educational games and activities**
6. **Face-to-face conversations with instructor**
7. **Varied booklets, posters and related projects**
8. **Total Physical Response (TPR)**
9. **A variety of cultural videos DVDs and authentic reading material**
10. **Online research assignments to expand cultural awareness, recommended websites and links can be accessed through the High Point High School's World Languages web page. Click on Italian.**

VIII. Materials, Resources, Text

The following materials and resources will be used throughout the course:

Base text: Prego (sixth edition, 2004)) base and all ancillary materials

- a. **Workbook**
- b. **Lab manual**
- c. **Online lab manual and website**
- d. **Video series on location in Italy featuring Italian students**
- e. **Transparencies**

Other books and readers:

1. Italian is Fun (Amsco)
2. Italian First Year (Amsco)
3. Raccontini Simpatici (NTC)
4. Dialoghi Simpatici (NTC)
5. Easy Italian Crossword Puzzles (NTC)
6. Scriviamo,Scriviamo (EMC)
7. Si scrive cosi (EMC)
8. Idee pratiche per le lezioni d'italiano (EMC)

Each unit contains activities and lessons which incorporate current technology such as the Smartboard, Italian search engines and websites, web quests, blogs, Youtube, PowerPoint presentations, text-messaging, original student films, and interactive websites all of which enhance students' opportunities to practice and communicate in the target language both in and outside the classroom. In addition to interactive media, there is frequent use of DVD's of feature TL films, and audio Cds. Students are always given the choice of traditional media for project presentations or more current technological forms of media.

IX. Units

Week 1 - Preliminary review unit

A. Vocabulary - brief review of Italian 1 vocabulary

B. Grammar - brief review of present tense -are, -ere, -ire verbs and irregular verbs ESSERE, AVERE, ANDARE, STARE

C. Culture - Brief review of geography, principal cities, and contemporary Italian customs

D. Communicative Competency Activity: Introduce and describe in detail a classmate to the class

Students will review the above material through a series of interactive activities and games that promote and enhance their communicative competence.

Week 2-6 - Unit 2- "Un invito per telefono"

A. Vocabulary

- 1. Review of public places**
- 2. Numbers 100 -1,000**
- 3. Holidays and celebrations**

B. Grammar

- 1. Time-telling**
- 2. Modal verbs: DOVERE, POTERE, VOLERE**
- 3. Articulated prepositions**
- 4. Review singular and plural forms of PIACERE and indirect object pronouns**

C. Culture - La vita dei giovani

- 1. Review from Italian 1, a typical day in the life of an Italian teenager.**
- 2. Compare and contrast this to an American teenager's typical day.**
- 3. Learn how Italian teens generally communicate via SMS messaging and social**

networking sites.

4. Learn some common text-messaging vocabulary used widely among Italian teens.

D. Communicative Competency Activity:

1. In pairs, students will dramatize a phone conversation in which an invitation is extended and subsequently declined, an excuse given, and then both come up with an alternative plan.

2. Each student will call the instructor with an invitation to do something interesting. The details will be left on the instructor's voicemail at school.

Week 7-12 Unit 3 - "Lo sport ed i passatempi"

A. Vocabulary

1. Review familiar sports and pastime vocabulary from Italian 1

2. Expand sports and pastime vocabulary with:

A. Sports equipment and vocabulary

B. Trainer, coach and game rules related vocabulary

B. Grammar

1. Irregular -IRE verbs: USCIRE, DIRE, VENIRE

2. Irregular -ARE verbs: STARE, DARE, FARE

3. "da" + present tense to describe how long one has been doing something

4. Review and expand possessive adjectives

C. Culture

1. In-depth study of the city of Siena and the phenomena of the famous Palio horse race

2. Play bocce outdoors if weather and time permits

3. Learn Italian card game "scopa" (Sweep)

D. Communicative Competence Activity

1. Each student will give an oral presentation in front of the class in which they describe in detail a pastime that they are passionate about and teach the class vocabulary pertinent to his/her chosen activity.

2. As they listen to each oral presentation students will do a variety of listening comprehension activities.

Week 13-17 Unit 4 "Al bar italiano"

A. Vocabulary

1. Mealtime vocabulary

2. Snack and drinks vocabulary

3. Vocabulary for ordering food, obtaining a "scontrino", and paying a cashier

B. Grammar

- 1. Verb: BERE**
- 2. Review of adverbs of frequency**
- 3. Introduce the Present Perfect (Passato Prossimo) with AVERE**

C. Culture

- 1. Learn about the importance and role of the neighborhood bar In Italy**
- 2. Learn about the culture of coffee in Italy and the various types of coffee you can order.**
- 3. Students will explore the internet to create an advertisement for the most well-known cafés throughout Italy**

D. Communicative Competence Activity

- 1. In a classroom simulation of an Italian café, students will demonstrate the ability to order food correctly.**
- 2. Students will participate in two scavenger hunts simultaneously during this classroom simulation:**
 - A. They will locate specific information in Italian magazines**
 - B. They will interview each other to discover the true identities of the personas they have each created for themselves**

Weeks 18-20 will be spent finishing up Unit 4 and preparing for the Midterm Exam

Week 21 -26

Unit 5 - “Andiamo in vacanza”

A. Vocabulary

- 1. Packing a suitcase**
- 2. The Airport**
- 3. The Hotel**

B. Grammar

- 1. Review Passato Prossimo with AVERE**
- 2. Introduce Passato Prossimo with ESSERE**
- 3. Irregular past participles**

C. Culture

- 1. Learn and be able to locate the 20 regions of Italy**
- 2. Learn about popular Italian vacation destinations and customs**
- 3. Learn about the various types of hotel accommodations available in Italy**
- 4. Learn about the transition from the Lira to the Euro and the current exchange rate**

D. Communicative Competence Activity

- 1. Each student will be assigned a region of Italy. They will research information on actual hotels, restaurants and tourist attractions within the region to create an**

imaginary vacation spent there. They will describe this “vacation” orally to the class using a PowerPoint presentation as a guide.

2. Students will do a variety of listening comprehension activities as they listen to the presentations.

Week 27- 29 Unit 6 “Sul balcone di Giulietta”

A. Vocabulary - Recycle vocabulary covered thus far

B. Grammar

1. Direct Object pronouns and their proper placement within a sentence
2. Reinforce use of the past tense (Passato Prossimo)

C. Culture

1. Learn about the legendary couple Romeo e Giulietta from Verona
2. Learn about the city of Verona

D. Communicative Competence Activity

1. In pairs students will re-enact the balcony scene between Romeo and Juliet. The objective of this activity is to reinforce proper usage of direct object pronouns.

Week 30-33 Unit 7 “La mia casa”

A. Vocabulary

1. Types of Italian Homes
2. Rooms in the Home
3. Furniture and Accessories

B. Grammar

1. Prepositions of location
2. Review of direct and indirect object pronouns
3. Present continuous tense

C. Culture

1. Learn about the various types of homes available in Italy and how an Italian city or town is organized
2. Learn about Italian home prices and rent control laws

D. Communicative Competence Activity

Each student will be assigned an Italian city or town to “buy” a home in. They will locate a home for sale on an Italian realty website and describe it in detail to the class as they give a virtual tour of this home. They will also show and describe furniture and accessories that they plan to purchase to furnish and decorate this home.

Week 34-37

Unit 8 “La routine quotidiana”

A. Vocabulary

- 1. Review of foods, clothing, and school-related vocabulary**
- 2. Personal hygiene products and make-up**

B. Grammar

- 1. Present tense reflexive verbs related to daily routine**
- 2. Present tense reflexive verbs with reciprocal meaning**
- 3. Prima di and dopo di plus infinitive**
- 4. Interrogatives**

C. Culture

- 1. Review Italian high school system, daily routines, family, geography, regions**

D. Communicative Competency Activity

- 1. Students will prepare a booklet entitled “A day in the life of...” a friend, a pet, a celebrity or an invented character**
- 2. Each student will describe their daily routine in a face to face interview with the instructor. This assessment will be part of their end of the year OAT.**

Week 38-40

The remainder of the year will be spent reviewing and practicing for the written and oral final exams.