

# Course Outline and Proficiencies

**Course:** Italian 3  
**Level:** College Prep  
**Number of Credits:** 5  
**Prerequisites:** Italian 1, 2

## I. Course Description

The Italian 3 course is designed to apply and reinforce the fundamentals of the Italian language in more sophisticated, varied and complex ways and to continue the systematic and sequential acquisition of more complex grammatical structures and syntax. The course presents a thematic and sequential approach to the acquisition of the four basic language skills (speaking, listening, reading and writing) as well as a continuation of study of the Italian culture. At this level more emphasis is given to increased ability and effort to use the target language both spontaneously and in guided class activities. 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.

## II. Core Curriculum Standards:

**Core Curriculum Content Standards addressed:**

**7.1 (Communication) – All students will be able to communicate at a basic literacy level in at least one language other than 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.**

**7.2 (Culture) – All students will demonstrate an understanding of the perspectives of cultures through experiences wit its products and practices. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the**

**context and purpose of the communication. The modes are interpretive, interpersonal and presentational.**

### **III. Proficiencies**

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

#### **Speaking:**

- 1. Make statements, ask and answer questions in the present, past, imperfect and future tenses on topics and themes that they have learned**
- 2. Express immediate needs, preferences and opinions in reference to studied topics**
- 3. Participate in an extended conversation using more complex grammar, syntax and vocabulary in a more fluent and confident manner**
- 4. Begin to demonstrate more spontaneity and creativity with learned vocabulary and grammar**
- 5. Make fewer errors in the use of vocabulary use, gender, number, adjective agreement, verb forms and tenses and other grammatical structures**
- 6. Use with more frequency and confidence circumlocution when specific vocabulary words elude them**

#### **Listening**

- 1. Comprehend with increased ease the target language spoken at a natural rate of speed and as spoken by native speakers in films, on tapes and from other sources of media**
- 2. Comprehend more complex and lengthier conversations spoken by native speakers both directly and from a variety of pre-recorded media sources**

#### **Reading**

- 1. Comprehend with more ease cultural reading passages that contain lexical and grammatical items to which they haven't necessarily been exposed**
- 2. Comprehend advertisements, announcements, and reading passages related to studied topics**
- 3. Be able to follow directions to assignments in Italian with more ease**
- 4. Be able to decipher native speakers handwriting, which differs significantly from their own**
- 5. Become familiar with selected works of major Italian writers and poets**

#### **Writing**

- 1. Spell learned vocabulary and grammatical structures with more accuracy**
- 2. Demonstrate an increased ability to write coherent compositions on various studied topics**

**3. Demonstrate increased accuracy in past tense sentences, using both “avere” and “essere” as auxiliary verbs, and begin to use the imperfect and future tenses with reasonable accuracy.**

**4. Begin to demonstrate more creativity and risk taking in open-ended writing assignments**

### **Cultural Knowledge**

- 1. Demonstrate a solid familiarity of the geographical features of Italy**
- 2. Continue to become more familiar with the basic customs, gestures, nonverbal cues, traditions and lifestyles of Italy**
- 3. Continue to deepen their knowledge and understanding of the contributions that Italians have made in the United States**
- 4. Demonstrate awareness of how second language proficiency enhances employment opportunities**
- 5. Appreciate and continue to become familiar with more historical landmarks, artists, writers, history and uniqueness of selected Italian cities**
- 6. Use technology to enhance language acquisition and to acquire current cultural information**

### **IV. 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:**

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

### **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.

## V. Materials, Resources, Text

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

### A. Books

1. (Main text): Prego (6<sup>th</sup> edition) Glencoe
2. Ciao, Thompson, Heinle
3. Adesso, Thompson and Heinle
4. Oggi in Italia, Houghton and Mifflin
5. Da Capo, Thompson and Heinle
6. Bar Italia, Alma Edizione- Firenze
7. Canta che ti passa, Alma Edizione - Firenze
8. Incontri Culturali, National Textbook Company
9. A proposito..., Amsco
10. Avventure in città, Amsco
11. Teatro, prosa, poesia, Anma Libri
12. Italian through film, Yale University Press

### B. Audio-Visual

1. Audio CD program accompanying Prego
2. Video program accompanying Prego
3. An assortment of tapes and CD's by several Italian singers and bands
4. A variety of documentaries to enhance cultural units covered in class

5. Film: “Mery per sempre” directed by Marco Risi which illustrates the reality of the Sicilian mafia’s negative impact on the lives of Sicilians, especially on adolescent males
6. Selected programs from the RAI television channel

C. Internet

1. italian.about.com
2. italianstudies.org/aati
3. italcultny.org
4. fati.edu
5. Italy on the Web
6. italianculture.net
7. polyglot.Iss.wisc.edu
8. [www.uni.edu/becker/italiano2.html#games](http://www.uni.edu/becker/italiano2.html#games)
9. www.italiamia.com

