

Curriculum Guide

Course:	Italian 3 (College Prep)
Course Number:	543
Textbook:	<u>Prego</u> (Glencoe Publishing, 2004 – 6th edition)
Length:	Full Year
Credit:	5 Credits
Prerequisite:	Italian 1, 2
Grades:	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

The Italian 3 course is designed to apply and reinforce the fundamentals of the Italian language in more sophisticated and complex ways and to continue the systematic and sequential acquisition of more complex grammatical structures, vocabulary and syntax. The course presents a thematic and sequential approach to the acquisition of the four basic skills on an intermediate level. The program provides practice in listening comprehension, dictation, writing exercises, hands on activities and projects as well as several types of one on one and group oral assessments and practice. 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.

III. Program Objectives

At the end of the third 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:

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 with 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.

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.**

VI. 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.**

Outline of instruction

I. First Marking Period

A. Review:

Vocabulary

- | | |
|------------------------------|---------------------------------------|
| 1. Sports and hobbies | 3. Clothing, fabrics, patterns |
| 2. The Human Body | 4. The Regions of Italy |

Grammar

- | | |
|---------------------------|--------------------------------|
| 1. The Past Tense | 4. Uscire, Venire, Dire |
| 2. Reflexive Verbs | 5. Andare, fare, stare |
| 3. Modal Verbs | |

Activities

- 1. Stations work**
- 2. Role-play**
- 3. Oral presentation**

B. Unit 1 - "A Tavola"

Vocabulary

1. Foods: meats, fish, poultry, fruit, vegetables, breads, pasta, desserts
2. Meals: types of foods eaten, schedules, and cultural differences
3. Place-settings
4. Ordering in a restaurant
5. Various types of restaurants
6. The Italian Menu
7. Beverages

Grammar

1. Interrogatives
2. Indirect Object Pronouns with PIACERE and DARE
3. Past Participle Agreement with Direct Object Pronouns
4. Partitives: alcuni, qualche, del, della etc...

Culture

1. Films: An Italian Grocery Store; video from Prego Chapter 6
2. Cultural Readings about Regional dishes and food preparation
3. Song: "Mi piace" – Leandro Barsotti
4. Study selected paintings by Bolognese painter Annibale Carracci (1560-1609)

Project

Video – Cooking Demonstration in pairs
Restaurant Skit

C. Unit 2 - L'Infanzia e Gli Animali

Vocabulary

1. Toys
2. Favorite Activities, Games, Books, TV Programs, and Places
3. What you were like as a child
4. What you were afraid of
5. Animals: Domestic and Wild

Grammar

- 1. Imperfect (regular and irregular)**
- 2. Contrast of imperfect with the preterit**
- 3. Comparative and Superlative**

Culture

- 1. Italian toys, cartoons and children's TV programs**
- 2. Italian childhood traditions and rituals**
- 3. Discuss and contrast US and Italian childrearing practices and customs**
- 4. Learn about Italy's natural environment with an emphasis on native animals, conservation and attitudes and customs towards pets**
- 5. Song:**
 - “La gatta” di Gino Paoli**
 - “Alla fiera dell'est” di Angelo Branduardi**
 - “Volare” di Modugno**
- 6. Poem:**
 - “La notte” di Ugo Betti**

Activities

- 1. Create a “baby book” and present in a face-to-face interview**
- 2. Super Pet Contest**

II. Second Marking Period

A. Unit 3 - “La Casa ”

Vocabulary

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

Grammar

- 1. Continue practice of imperfect and its contrast with the preterit**
- 2. Affirmative and Negative Informal Commands**
- 3. Prepositions of Location**

Culture

1. Italian homes: styles, cost, availability
2. Italian furniture design
3. Song: “Visto che mi vuoi lasciare” di Rino Gaetano

Activities

1. Poster: design and label your ideal home and furnish it with downloaded graphics from Italian websites.
2. Internet project: “buy” a home in an assigned region of Italy from a real estate site

B. Unit 4 - “Il Mondo del Lavoro”

Vocabulary

1. The Professions
2. The Trades
3. Places of Employment
4. Employment Terms
5. Computer and Internet Terminology

Grammar

1. Simple Future Tense
2. Continue reinforcement of Imperfect, Preterit and Reflexive Verbs

Culture

1. Readings on the Italian economy and workplace
2. Italian teenagers and the workplace
3. Song: “Io rinascero” di Riccardo Cocciante

Activities

1. Job interview Skit
2. Write a résumé and create a business card
3. Locate an ideal job in a preferred field from an Internet posting

III. Third Marking Period

A. Unit 5 - “La Salute”

Vocabulary

- 1. Review the Human Body**
- 2. Common ailments and allergies**
- 3. Injuries resulting from mishaps and accidents**
- 4. Remedies and Treatments**

Grammar

- 1. Preterit of Reflexive Verbs**
- 2. Present Subjunctive**
- 3. Verbs and Expressions that require the subjunctive**
- 4. Continue to reinforce the Simple Future, Preterit, Imperfect and Commands**

Culture

- 1. The Italian Health Care System**
- 2. Alternative Medicine in Italy: “L’erboristeria”**
- 3. Song: “Dotti, Medici e Sapienti” di Eduardo Bennato**

Activities

- 1. Doctor’s Office or “Pronto Soccorso” Skit**
- 2. Learn the “Tarantella Siciliana”**
- 3. Song: “Bella Ciao” – folk song**
- 4. Internet research: compare US and Italian rates of cancer, heart disease, drug use, longevity, and drunken driving and car accidents**

B. Unit 6 “I Mezzi di Diffusione”

Vocabulary

- 1. Printed Publications**
- 2. Types of Television Shows and Movies**
- 3. TV and film related vocabulary**

Grammar – Continue to reinforce: present, past, future, imperfect and subjunctive tenses; formal and informal commands; comparative and superlative

Activities

1. Discuss film and TV show preferences
2. Write a review of your favorite film incorporating pertinent unit vocabulary.
3. Create and dramatize a commercial for a product

Culture

1. Become familiar with famous Italian actors and actresses
2. Become familiar with popular Italian newspapers and magazines
3. Discuss the popularity of the television program “The Sopranos” and the popularity of films about the Mafia
4. Unit on the Italian Mafia
5. Film: “Mery per sempre” by Marco Risi

IV. Fourth Marking Period

A. Unit 7 “La Macchina”

Vocabulary

1. Parts of the Car
2. Traffic and Road Vocabulary
3. Driving Terminology
4. Giving and Following Directions

Grammar

1. Recycle: Imperatives, Prepositions of location, Simple Future

Activities

1. Plan and describe in detail a road trip from Rome to an assigned destination within Italy. Include: distance in kilometers, fuel costs, hotels and restaurants, points of interest along the way and tolls.
2. Car buying skit
3. Role-play giving and asking for directions

Culture

1. Learn about Italian cars: from FIAT to FERRARI
2. Driving in Italy
3. Italian Highway System

B. Unit 8 - “Il Telegiornale”

In a group, students will create and dramatize a news program that will be videotaped in class or, if possible, in the TV studio at school. Each student will do one or more of the following segments:

- 1. Politica Interna**
- 2. Politica Estera**
- 3. Politica Locale**
- 4. Lo Sport**
- 5. Le Notizie Economiche**
- 6. Notizie Culturali**
- 7. Attualità**
- 8. Cronaca**
- 9. Cronaca Nera**
- 10. Il Tempo**
- 11. Recensione di un film nuovo**
- 12. Una Pubblicità**

The object of this unit is to recycle and reinforce most of the vocabulary, grammar and cultural information taught throughout the course.

Students will do research in the computer lab and prepare their presentation during class time.

Each group will submit a final script and then be videotaped in class.

V. Materials and Resources

A. Books

- 1. (Main text): Prego (6th 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**
- 9. www.italiamia.com**

