

# Curriculum Guide

<b>Course:</b>	<b>Italian 4</b>
<b>Course Number:</b>	<b>544.01</b>
<b>Date:</b>	<b>August 1, 2006</b>
<b>Prerequisites:</b>	<b>Italian I, II, III</b>
<b>Level:</b>	<b>Honors</b>
<b>Grade:</b>	<b>12</b>

## **I. Course Description**

The Italian IV course is designed to increase students' communicative competency in speaking, writing, listening and reading while simultaneously expanding their cultural awareness, knowledge and appreciation. Students learn and use more sophisticated vocabulary and more complex grammatical structures with the aim of increasing and improving spoken and written self-expression and cultural knowledge and understanding. At this level students will progress beyond using the target language to express their basic daily needs, opinions and preferences. They will demonstrate an ability to comprehend, discuss, analyze and debate more sophisticated topics and issues with increasing accuracy to form and structure.

## **II. Course Objectives**

By the end of the fourth year of Italian, students will:

- 1. Demonstrate the ability to comprehend more complex spoken language not only spoken by the instructor, but also by a variety of native speakers as heard on tapes, in films and in person**
- 2. Demonstrate the ability to speak with a greater degree of fluency, accuracy, complexity and spontaneity**
- 3. Demonstrate the ability to read short stories, selected authentic writings in Italian and some printed media intended for native speakers.**
- 4. Demonstrate the ability to take notes, write compositions and reports using syntactical constructions appropriate to their level. They can also write short creative pieces such as poems, skits and stories.**
- 5. Demonstrate a deeper awareness of historical, literary, artistic and contemporary highlights of Italian culture**

### **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.

### **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>

**The proficiency level of each Level IV student will be assessed at the end of the year by means of an Oral Proficiency Interview (OPI) conducted by the instructor. The oral interview is based on a wide range of topics including topics that the student may not have studied previously in class. In addition to the oral component of the final examination, students are also assessed on writing skills. The oral and written sections of the exam are weighted equally to determine the final exam grade.**

#### **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

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

##### A. Base texts:

1. Prego (sixth edition) textbook 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
2. Con Fantasia (Danesi, Lettieri, Bancheri, 2004)
3. Da capo (Graziana Lazzarino, Annamaria Moneti, 2003)

##### B. Selected Readings from other books and readers:

1. Manuale della Grammatica Italiana (Annamaria de Nicolais Napolitano, 1979)
2. Italian Through Film (Antonello Borra, Cristina Fausini, (2004)
3. Five Centuries of Italian American History (Richard Capozzola, 2003)
4. Un Proverbio al Giorno (Caterina Cicogna, 1992)
5. Teatro, Prosa, e Poesia (Caterina Cicogna, 1992)

6. **Bar Italia** (Annamaria Di Francesco, Ciro Massimo Naddeo, 2002)
7. **Introduction to Italian Poetry** (Luciano Rebay, 1969)
8. **In viaggio** (Olson, Edwards, Foerster, 2003)
9. **Discovering Italian Literature** (Maria Roos Grant, 1990)
10. **Graded Reader: “Andreuccio da Perugia”** (Giovanni Boccaccio, adapted 1972)
11. **Graded Reader: “Gli imbianchini non hanno ricordi”** (Dario Fo, adapted 1972)

**C. Feature Films:**

1. **“La Strada”** (Federico Fellini, 1954)
2. **“Matrimonio all’italiana”** (Vittorio De Sica, 1964)
3. **“Il borghese piccolo, piccolo”** (Mario Monicelli, 1977)
4. **“Il postino”** (Michael Radford, 1994)
5. **“La meglio gioventù”**, (Marco Tullio Giordana, 2003)

**D. Cultural Documentaries:**

1. **Dante’s Inferno e La Divina Commedia**
2. **Florence: history, architecture, artists and the Renaissance**
3. **Contemporary Italian Society**
4. **La Commedia dell’Arte**

**E. Magazines and Newspapers**

1. **“Oggi”** (weekly magazine)
2. **“Tutti insieme”** (monthly student magazine)
3. **“Panorama”** (weekly magazine)
4. **“Lei”** (magazine)
5. **“La Repubblica”** (newspaper – Rome)
6. **“Il Corriere della Sera”** (newspaper- Milano)

**F. Audio –Visual and Internet Resources:**

1. **Acquerello italiano – Audio series on Italian culture**

2. Audio program to accompany Prego
3. Video program to accompany Prego
4. “Canta che ti passa” – Grammar through song program (Ciro Massimo Naddeo e Giuliana Trama)
5. “Golden Treasury of Italian Verse”, read by Giorgio Strehler
6. Several CD’s on a large range of Italian music:

- Antonio Vivaldi (1675-1741) “Le Quattro Stagioni”
- Gioacchino Rossini (1792-1868) “Il barbiere di Seviglia”, “William Tell Overture”
- Giuseppe Verdi (1813-1901) “La Traviata”, “Aida”
- Giacomo Puccini (1858-1924) “La Tosca”, “Madame Butterfly”
- Domenico Modugno (1928-1994) “Volare”
- Gino Paoli (1934-) “La Gatta”
- Angelo Branduardi (1950-) “Domenica e lunedì”, “La fiera dell’est”
- Lucio Dalla (1943- ) “Stella di mare”, “Caro amico ti scrivo”
- Madreblu (selected songs)
- Francesco de Gregori (selected songs)
- Gianna Nannini (selected songs)
- Andrea Bocelli (selected songs)
- Paolo Conti (selected songs)
- Zucchero (selected songs)

6. Internet Resources: In addition to the websites listed on the HP World Languages webpage, students can also access the following sites:

- [italian.about.com](http://italian.about.com)
- [spaziohobby.com](http://spaziohobby.com)
- [italianstudies.org/aati](http://italianstudies.org/aati)
- [italcultny.org](http://italcultny.org)
- [fati.edu](http://fati.edu)
- [italyontheweb.org](http://italyontheweb.org)

- [allaboutitaly.com](http://allaboutitaly.com)
- [italianculture.net](http://italianculture.net)
- [polyglot.Iss.wisc.edu](http://polyglot.Iss.wisc.edu)
- [uni.edu/becker/italiano2](http://uni.edu/becker/italiano2)
- [italiamia.com](http://italiamia.com)

## **VI. Units of Instruction**

**Review: MP 1 Weeks 1-2**

- **Review vocabulary (Master list)**
- **Grammar review exercises**
- **“La Cena” group activity to review grammar and vocabulary**
- **Tema: “Le mie vacanze in Italia”**

**Unit 1** (Weeks 3-7) – “I mezzi di diffusione” (**Prego**- Ch. 8, **Ciao** - Ch. 9)

**Vocabulary related to:**

- 1. Written publications: magazines and newspapers**
- 2. Movies, television and radio, videogames**

**Grammar**

- 1. Review: Present, Past, Future and Imperfect tenses, Past Participle Agreement with Preceding Direct Object Pronouns**
- 2. Il Trapassato (Past Perfect)**

**Activities**

- 1. Class and group discussions in Italian on TV show and film preferences**
- 2. Create and dramatize a commercial for an original film**
- 3. Create a poster for this film**
- 4. Tema: Write a review of a favorite film using pertinent unit vocabulary**
- 5. Summarize orally the plot of a favorite film**
- 6. Dibattito: The positive and negative effects of television and the computer**

## Culture

Become familiar with:

1. Famous Italian film genres and movies
2. Italian actors and directors
3. Italian TV programs, channels and viewing habits
4. View film “La Strada” by Federico Fellini

Unit 2: (MP 1 - weeks 8-10, MP 2 weeks 1-3)

“L’amore, il matrimonio e la famiglia” (teacher generated materials)

## Vocabulary

1. Review family member vocabulary
2. Review civil status vocabulary
3. Learn life stages and ceremonies vocabulary

## Grammar

1. Introduce the Present Subjunctive
2. Expressions that take the Subjunctive
3. The Past Subjunctive
4. The Conditional

## Activities

1. Write and videotape a personal profile of yourself for an online dating service. This can be either serious or silly.
2. Scenetta: “Il Primo (o l’Ultimo) Appuntamento”
3. Tema: “Il mio Uomo (La Mia Donna) Ideale”
4. Dibattiti:
  - “È bene convivere prima di sposarsi?”
  - “Quanto tempo ci vuole per conoscere bene una persona?”
5. View film: “Matrimonio all’italiana” with Marcello Mastroianni e Sofia Loren

## Culture

1. Italian dating customs
2. Italian marriage customs
3. The Italian family yesterday and today
4. Poesia: “Tanto gentile e tanto onesta pare” (Dante Alighieri)

Unit 3 (MP 2 Weeks 4-9; Week 10- Midterm review)  
“Quando nacque Dante?” (Prego Ch. 15)

## Vocabulary- Terminology related to:

1. Art
2. Literature
3. Archeology
4. Historical periods

## Grammar

1. Continue practice of present and past subjunctive
2. Passato Remoto
3. Ordinal Numbers
4. Volerci, Metterci

## Activities

1. Integrated unit on:

### Literature

San Francesco  
Dante  
Boccaccio  
Machiavelli

### Art

Cimabue  
Giotto  
Botticelli  
Leonardo DaVinci  
Michelangelo

### History

il Medioevo (Alto e Basso)  
il Rinascimento

2. View, discuss and compare listed artists
3. Read and memorize the opening verses of Dante’s Inferno
4. After learning about Dante’s scheme of the cosmos students will create and populate their own version of “hell” in a poster or PowerPoint presentation. They will present this to the class orally.
5. View a documentary on Dante’s Inferno

6. Learn more about the archeological excavations at Pompeii (class discussion, slides and Nova documentary)
7. Read a graded Italian reader of a novella from Boccaccio's Decameron entitled "Andreuccio da Perugia"
8. Compare and contrast Dante's "Divine Comedy" with Boccaccio's "human comedy" (Il Decamerone) include discussions of the plague and its effects on Europe and on humans as they sought to evade infection.
9. Canzone: "La fiera dell'est" (Angelo Branduardi)

Unit 4 (MP 3 Weeks 1-5) "Fare domanda di lavoro" (Prego Ch 17)

### Vocabulary

1. Review trades and professions vocabulary
2. Introduce vocabulary related to job hunting
3. Introduce vocabulary related to earning a living
4. Computer and Internet jargon

### Grammar

1. Review and reinforce the present and past subjunctive
2. Introduce conjunctions that require the subjunctive
3. Other uses of the subjunctive
4. The subjunctive or an infinitive?

### Activities

1. Class and group discussions on past work experiences and future work plans
2. Read and analyze job advertisements in Italian classified ads
3. Write an advertisement for your ideal job using the newspaper format for ads
4. Scenetta: "Un colloquio di lavoro"
4. Film: Il borghese piccolo, piccolo" (with Alberto Sordi)
5. Dibattito: "Ci vuole l'assistenza medica nazionale in America?"
6. Cultural readings

### Culture

1. The Italian national healthcare system
2. The reality of the Italian workplace particularly as it relates to young people
  - Regional unemployment rates
  - Salaries for different trades and professions
  - Job seeking protocols and practices: What does it really take?

**Unit 5** (MP 3 Weeks 6-10)

“La musica e il Palcoscenico”

(Prego Ch 14; Ciao Ch 18)

**Vocabulary**

1. Music and concert terminology
2. Musical instruments
3. Theater terminology

**Grammar**

1. Continue review past and present subjunctive
2. Relative pronouns
3. Construction with infinitive

**Activities**

1. Describe an experience of going to the theater or to a concert both orally and in writing using pertinent unit vocabulary
2. Create a “Top 10” list of Italian songs and play #1 to the class. Briefly summarize what the song is about, when it was written and by whom, its genre and what instruments can be heard.
3. In small groups write an original song to the tune of either, “Volare”, “Bella ciao” or “Santa Lucia”
4. Read and dramatize the adapted play “Gli imbianchini non hanno ricordi” by playwright Dario Fo
5. View and listen to selected scenes from various operas by Rossini, Verdi and Puccini

**Culture**

Throughout the unit the class will study a survey of Italian music and theater. (See materials section of Curriculum Guide for a complete list of materials which will be used)

**Unit 6** (MP 4 weeks 1-5)

“Lo Stato Italiano e la Società Multiculturale” (Prego Ch 16 and Ch 18)

**Vocabulary**

1. Politics and government
2. Immigration
3. Social values and problems

## Grammar

1. Imperfect Subjunctive
2. Pluperfect Subjunctive
3. Correlation of tenses in the subjunctive

## Activities and Culture

This unit will focus primarily on class discussions and essays on:

1. Comparing the differences between the Italian and American forms of government
2. Current social issues in Italy
3. Discuss how Italy, once a country whose citizens often emigrated in order to seek better living conditions, now hosts immigrants from all over the world
4. Racism in Italy both towards recent immigrants and the racism that exists within Italy between the North and the South
5. View the film: “Pummarò” (Michele Monicelli, 1994)
6. Dibattiti:
  - Porte aperte o chiuse? Qual è una polizza nazionale giusta per quanto riguarda gli immigrati?
  - Il Razzismo in America: È in aumento o diminuzione?
7. Poesia medievale: “S’ i’ fosse foco...” by Cecco Angiolieri (1250- 1319)

(MP 4 Weeks 6-10)

The remainder of the year will be dedicated to:

- Wrapping up Unit 6
- A brief unit on Modern Italian artists
- Working on end of the year group videos
- Vocabulary and grammar review for final exam
- Preparing for presenting the Oral Proficiency Interview (OPI)
- Painting ceiling tiles of Italian works of art in groups