

# Curriculum Guide

**Course:** Italian I (College Prep)

**Course Number:** 541

**Credits:** 5

**Prerequisites:** None

**Grades:** 9, 10, 11, 12

**Revised:** July 2008

**Midterm revised:** January 2008

**Final Exam revised:** June 2008

## **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 functional speaking skills. The skills of reading and writing are taught at this level to compliment and to enhance the student's ability to speak and comprehend the language.

## **II. Course Description**

Italian I course introduces the students to the fundamentals of the language. Throughout the course, emphasis is placed upon the ability to distinguish and reproduce the basic sounds and to read and write the language in its simpler form. The acquisition of basic syntax and vocabulary is an essential part of study at this level. The course is designed to integrate a variety of topics in which the students will study, learn, and be able to function effectively in real-life situations. In addition to learning the spoken and written language, students will acquire basic knowledge of daily Italian life as well as an introduction to Italian history, art and popular culture.

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.

## **III. Program Objectives**

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

1. Demonstrate the ability to comprehend Italian spoken by native speakers as heard on audio CD's, in songs, in films and spoken by the instructor.
2. Demonstrate the ability to express themselves orally in Italian with acceptable pronunciation and intonation and level appropriate vocabulary and structure.
3. Demonstrate the ability to read a variety of level appropriate reading selections such as magazine ads, short stories and poems in the foreign language.
4. Demonstrate the ability to write short paragraphs on topics studied throughout the course in the foreign language in acceptable form.
5. Demonstrate an understanding of Italian culture and customs through active participation in class discussions and written evaluation on criteria referenced quizzes and tests.
6. Demonstrate the ability to use the tools of modern technology such as Power Point presentations, I-movies or Windows moviemaker, and internet research, including Italian search engines, in both individual and group projects.
7. Demonstrate an appreciation of acquiring knowledge of a foreign language and culture, and demonstrate an awareness and understanding of the value these skills have in an ever increasing global marketplace.

#### **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 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.

#### **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. This exam is worth 10% of the annual course grade. It consists of an extensive listening comprehension component and a written section which consists of vocabulary, grammar and culture.
4. The final exam is worth 10% of the annual course grade and consists of a 6-8 minute oral achievement component and a written component based on vocabulary, grammar and culture.
5. Written and oral testing will be ongoing throughout all marking periods.
6. 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 and small group work grade:**

**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 class time most of

**Below 50** Student exhibits unacceptable behavior during any part of class

**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.

## **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:

### **A. Grammar and Vocabulary Reference Books**

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)
9. Adesso (Heinle and Heinle Publishers)
10. Canta che ti passa (Alma Certosa srl)

### **B. Feature Films**

1. La vita è bella (1997) Roberto Benigni
2. Cinema Paradiso (1988) Giuseppe Tornatore

### **C. Documentaries**

1. Northern Italy (A&E)
2. Southern Italy (A&E)
3. Ancient Rome: The Colosseum (History Channel)
4. The Art of Gondola Building (Nova)

### **D. Teacher –generated Cultural Power Point Presentations**

1. L'Italia: il paese del sole
2. Alcuni monumenti ed opere d'arte principali
3. Il Natale in Italia
4. La scuola italiana

### **E. Magazines**

1. Ciao (ELI)

2. Azzurro (ELI)
3. Oggi (Italy)

## **F. Internet Resources**

1. aboutitalian.com
2. italian.about.com
3. quizlet.com
4. mylifein italy.com
5. [www.uni.edu/becker/italiano2.html](http://www.uni.edu/becker/italiano2.html)
6. [www.pdictionary.com/italian/](http://www.pdictionary.com/italian/)
7. [www.enchantedlearning.com/themes/italian.shtml](http://www.enchantedlearning.com/themes/italian.shtml)

## **VII. General Activities/ Assignments**

Learning activities used throughout the course may include but are not limited to:

1. Visual presentation with flashcards, transparencies and realia
2. Role-play real-life situations
3. Cooperative learning activities
4. Student skits and presentations
5. Communicative activities: individual, paired, small and large group
6. Total physical response (TPR) activities
7. A variety of educational games
8. Listening comprehension activities with audio CD's and films
9. Face-to-face conversations in question/answer format
10. Varied booklets, posters and related projects
11. Computer lab activities
12. Full feature foreign language films
13. Weekly class participation grade
14. Weekly criteria referenced quizzes
15. Unit tests
16. 3-4 written homework assignments per week

## **VIII. Course Units**

### **Assessment**

For each unit student progress and mastery of material will be assessed by written, aural and oral quizzes, a unit test, 3-4 weekly written homework assignments, teacher observation of the quality and level of class participation and contributions to class discussions, and/or a project, group or individual oral presentation.

## **Unit 1 – Benvenuti alla classe d’italiano**

**Duration: 4-5 weeks (MP1)**

**Objectives:** By the end of this introductory unit the students will be able to introduce and briefly describe themselves; express likes, dislikes, preferences, and basic needs in a classroom setting. Italian geography will be introduced in this unit via a film on Northern Italy which will serve as a starting point to becoming acquainted with the Italian peninsula. Students will demonstrate mastery of the following vocabulary, structure, and cultural information:

### **Vocabulary**

1. Common Italian male and female names
2. Greetings and salutations
3. Commonly used classroom expressions
4. Days of the week
5. Numbers from 0-30
6. Basic school supplies
7. Cognates of descriptive adjectives

### **Grammar**

1. Alphabet
2. Come stai? Come sta Lei/ lui/ lei?
3. Sto bene/ male/ abbastanza bene/ così così.
4. Come ti chiami? Come si chiama Lei/ lui/lei?
5. Mi chiamo, ti chiami, lui/lei si chiama
6. Qual è il tuo nome?
7. Il mio nome è \_\_\_\_\_
8. Qual è il tuo cognome? Qual è il suo cognome?
9. Il mio cognome è \_\_\_\_\_ Il suo cognome è \_\_\_\_\_
10. Amo/ Odio/ Mi piace (molto/abbastanza)/ Non mi piace (affatto)/ Preferisco....
11. Quanti anni hai? Quanti anni ha Lei/ lui/ lei?
12. Ho \_\_\_\_\_anni. Lei/ lui/ lei ha \_\_\_\_\_ anni.
13. Subject pronouns: io, tu, lui, lei, noi, voi, loro
14. Verb “essere” (to be)

### **Culture**

1. Tu vs. Lei
2. Popular perceptions of Italy and Italians
3. Film: Northern Italy

### **Meets Standards**

### **Novice-Mid Learner Range**

#### **7.1 Communication**

**A. Interpretive Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6**

**B. Interpersonal Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4,**

July 2008

### **C. Presentational Mode: 7.1.1, 7.1.2, 7.1.3**

#### **7.2 Culture**

**A. Interpersonal Mode: 7.2.1, 7.2.2, 7.2.3**

**B. Interpersonal Mode: 7.2.1, 7.2.2**

**C. Presentational Mode: 7.2.1, 7.2. 3**

### **Unit 2 – La scuola e l’anno scolastico**

**Duration: 4-5 weeks (MP1)**

**Objectives:** In this unit students will learn the vocabulary and structure needed to describe their daily schedule and school life. They will be able to describe and express their opinions about their classes, teachers, and school. They will also compare and contrast the American and Italian school systems and be able to understand what an Italian peer experiences during his/her high school years in order to prepare to enter the Italian university system and/or workplace.

#### **Vocabulary**

1. Months of the year
2. Seasons
3. Time-telling
4. Numbers from 30-100
5. Ordinal numbers 1-10
6. School subjects and electives
7. Selected descriptive adjectives
8. Expand school supply and equipment vocabulary

#### **Grammar**

1. Review: Amo, odio, mi piace, non mi piace
2. Review: “essere” and subject pronouns
3. C’è/ Non c’è/ Ci sono/ Non ci sono
4. Indefinite articles
5. Pluralization of nouns
6. Subject/adjective agreement
7. Quando è il tuo compleanno?
8. Il mio compleanno è \_\_\_\_\_

#### **Culture**

Compare and contrast the American and Italian school systems. Students will take notes from a teacher-prepared Power Point presentation which will be followed up by a class discussion and written test.

#### **Poster Project: Il mio orario scolastico**

## Meets Standards

### Novice-Mid Learner Range

#### 7.1 Communication

**A. Interpretive Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6**

**B. Interpersonal Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4**

**C. Presentational Mode: 7.1.1, 7.1.2, 7.1.3**

#### 7.2 Culture

**A. Interpersonal Mode: 7.2.1, 7.2.2, 7.2.3**

**B. Interpersonal Mode: 7.2.1, 7.2.2**

**C. Presentational Mode: 7.2.1, 7.2.3**

**Unit 3 – Io e gli altri** (Myself and others)

**Duration: 4-5 weeks (MP2)**

**Objectives:** In this unit students will expand their ability to describe themselves and others and to describe their daily and favorite leisure time activities. Previously taught vocabulary and structure will be continuously recycled and practiced. At the end of the unit, students will be able to hear and practice several “-are” verbs presented via a popular Italian pop song entitled “Certamente” by the rock band “Madreblu”. Students will continue and expand their knowledge of Italian geography via a film and class discussion on Southern Italy. Understanding the fundamental differences between the north and south of Italy is key to understanding the Italian peninsula as a whole.

### Vocabulary

1. Descriptive adjectives: physical and psychological
2. Nationalities and countries
3. Pastimes
4. **Grammar**
  1. “Piace” with infinitives
  2. Present tense –are verbs: conjugations, affirmative, negative, interrogative forms
  3. Adverbs of frequency: sempre, spesso, qualche volta, certe volte, ogni tanto, di rado, raramente
  4. Definite articles: singular (il, la, lo, l’) and plural (i, le, gli) forms

### Culture

1. Film: Southern Italy
2. Song: “Certamente” – Madreblu

**Poster Project: Io e una persona che io ammiro** (Myself and a person I admire)

## Meets Standards

July 2008

## **Novice-Mid Learner Range**

### **7.1 Communication**

**A. Interpretive Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6**

**B. Interpersonal Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5**

**C. Presentational Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4**

### **7.2 Culture**

**A. Interpersonal Mode: 7.2.1, 7.2.2, 7.2.3**

**B. Interpersonal Mode: 7.2.1, 7.2.2**

**C. Presentational Mode: 7.2.1, 7.2. 3**

## **Unit 4 – La Famiglia**

**Duration: 4-5 weeks (MP2)**

**Objectives:** By the end of this unit students will be able to describe their nuclear and extended families in detail using a variety of descriptive adjectives and verbs along with common domestic animals and occupations. They will also demonstrate an understanding of the role of the nuclear and extended family in Italy today, how the family institution has changed in Italy in the last century, and compare and contrast the role of the family there to the role of the family in the United States. Students will also learn about Italian Christmas customs as presented in a teacher-generated Power Point presentation and see directly via a film how Italian families celebrate this most significant of holidays for the Italian people.

### **Vocabulary**

1. Members of the family
2. Civil status vocabulary
3. Domestic animals
4. Selected occupations

### **Grammar**

1. “avere” (to have)
2. Expressions with “avere”: fame, sete, caldo, freddo, paura, voglia etc...
3. Present tense -ere verbs: affirmative, negative, interrogative forms
4. Possessive adjectives with family members

### **Culture**

1. The Italian family
2. The role of women in Italy
3. Marriage and divorce in Italy
4. How the young and the elderly are cared for in Italy
5. Christmas in Italy

At the end of this unit each student will take a face to face oral exam with the instructor in which he/she describes each member of their immediate family and his/her favorite relative and pet.

**Project: Libretto: La mia famiglia**

**Meets Standards**

**Novice-Mid Learner Range**

**7.1 Communication**

**A. Interpretive Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6**

**B. Interpersonal Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4**

**C. Presentational Mode: 7.1.1, 7.1.2, 7.1.3**

**7.2 Culture**

**A. Interpersonal Mode: 7.2.1, 7.2.2, 7.2.3**

**B. Interpersonal Mode: 7.2.1, 7.2.2**

**C. Presentational Mode: 7.2.1, 7.2. 3**

**Unit 5 - La città (The City)**

**Duration: 4-5 weeks (MP3)**

**Objectives:** By the end of this unit students will be able to identify and describe public buildings and places, describe and express their opinion about their hometown, and give and follow directions using a map, They will also demonstrate an understanding of how Italian cities are laid out, the most common forms of transportation in Italy, popular cars and scooters, and the Italian institution of the “passeggiata”. Students will also expand their knowledge of Italian geography by learning which are Italy’s principal cities and their distinguishing features, mountain ranges and volcanoes, population, bordering countries and general historical periods.

**Vocabulary**

1. Public places
2. Modes of transportation
3. Vocabulary related to giving directions

**Grammar**

1. Selected formal and informal command forms
2. Present tense –ire verbs: affirmative, negative, interrogative forms
3. Selected prepositions of location
4. Irregular verb: andare (to go)
5. Articulated prepositions: al, alla, allo, all’ etc...

**Culture**

July 2008

1. The Italian Piazza
2. Popular Italian cars and scooters
3. The Italian Passeggiata
4. Expansion of Italian geography

**Project 1:** Students will create an original “theme” city and write two sets of directions for another student to follow. The instructor will conduct a paired oral exam in which students give and follow each other’s directions while using their original maps.

**Project 2:** In small groups, students will plan a night out for their instructor.

## **Meets Standards**

### **Novice-Mid Learner Range**

#### **7.1 Communication**

**A. Interpretive Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6**

**B. Interpersonal Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4**

**C. Presentational Mode: 7.1.1, 7.1.2, 7.1.3**

#### **7.2 Culture**

**A. Interpersonal Mode: 7.2.1, 7.2.2, 7.2.3**

**B. Interpersonal Mode: 7.2.1, 7.2.2**

**C. Presentational Mode: 7.2.1, 7.2. 3**

## **Unit 6 - Al Negozio d’Abbigliamento**

**Duration: 5-6 weeks (MP3)**

**Objectives:** At the end of this unit, students will be able to identify and describe clothing, accessories and jewelry, carry out a transaction in a clothing store and communicate problems with a purchase. They will also demonstrate familiarity with Italian fashion, well-known clothing designers, popular department stores and Italian shopping customs.

### **Vocabulary**

1. Articles of clothing and footwear
2. Colors
3. Accessories
4. Jewelry
5. Numbers from 100-1.000.000

### **Grammar**

1. Review irregular verbs: essere, avere, andare
2. Review all present tense –are, -ere, and –ire verbs
3. Demonstrative adjectives: questo, questa, questi, queste
4. Interrogative words

## **Culture**

- 1. Italian fashions and clothing designers**
- 2. Italian shopping customs**
- 3. “La bella figura”**

**Class activity:** Students will participate in an “ugly clothes” fashion show

**Project:** Online shopping spree in which students will create a special outfit by cutting and pasting several articles of clothing and accessories found at Italian designers websites or in Italian department stores. They will include a written description of their outfit and describe the occasion for which they purchased it. They will be attending an event at a location in Italy.

**Scenetta:** “Al negozio”: Group skit in which students dramatize a shopping transaction using props.

## **Meets Standards**

### **Novice-Mid Learner Range**

#### **7.1 Communication**

**A. Interpretive Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6**

**B. Interpersonal Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4**

**C. Presentational Mode: 7.1.1, 7.1.2, 7.1.3**

#### **7.2 Culture**

**A. Interpersonal Mode: 7.2.1, 7.2.2, 7.2.3**

**B. Interpersonal Mode: 7.2.1, 7.2.2**

**C. Presentational Mode: 7.2.1, 7.2. 2**

## **Unit 7 - Al Bar -**

**Duration: 4-5 weeks (MP4)**

**Objectives:** By the end of this unit, students will learn how to order drinks and snacks in an Italian caffè. They will learn about the various kinds of Italian pastries, sandwiches and drinks that are available in Italy and learn the importance and the role the Italian bar plays in Italian society. They will also compare and contrast American and Italian mealtimes and eating customs, and the differences in attitude between the two countries regarding alcohol consumption.

## **Vocabulary**

1. Snacks and beverages
2. Meals
3. Verbs related to ordering and paying in a caffè

## **Grammar**

July 2008

1. Verb: Bere (to drink)
2. Piacere: piace/ piacciono
3. Indirect object pronouns: mi, ti, gli, le, ci, vi, gli

### **Culture**

1. The role of the Italian neighborhood bar
2. Popular pastries and beverages
3. The culture of coffee in Italy
4. Mealtimes
5. Common Italian hand gestures

**Class activity: Caffè Day-** the classroom will be converted into a “caffè” and the students will order and pay for food and drinks, peruse Italian language publications and participate in a scavenger hunt in order to figure out the new identities of their classmates.

### **Meets Standards**

#### **Novice-Mid Learner Range**

#### **7.1 Communication**

**A. Interpretive Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6**

**B. Interpersonal Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4**

**C. Presentational Mode: 7.1.1, 7.1.2, 7.1.3, 7.1.4**

#### **7.2 Culture**

**A. Interpersonal Mode: 7.2.1, 7.2.2, 7.2.3**

**B. Interpersonal Mode: 7.2.1, 7.2.2**

**C. Presentational Mode: 7.2.1, 7.2. 2**

The remainder of the marking period will be dedicated to Oral Achievement Test and final examination preparation.

The instructor will conduct face to face interviews and conversations with each student during the last week of the fourth marking period. This oral exam comprises 50% of the student’s final exam grade.