

Italian IV

Course Description

Italian IV prepares students to communicate effectively using increasingly complex vocabulary and grammatical structures when listening, reading, writing, and speaking in a variety of situations. Coursework continues to emphasize the importance of cultural competence and understanding so that students may interact with and within other cultures to form relationships, conduct business, and learn more about the world around them. In this course, students have the opportunity to develop cultural competencies through Italian film and other audiovisual media. The pace of conversation, the in-depth study of specific grammatical structures, the complexity of assignments and assessments, and the level of independence required to complete learning activities is amplified at this level.

In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to be inspired learners rooted in effective communication, critical thinking, and problem solving skills. Through our study of cultures and traditions, students are also encouraged to be faithful citizens based on respect for others, exuding character and integrity, and valuing the uniqueness of every human being.

The Holy Cross World Language Department uses ACTFL guidelines to prepare curriculum and measure students' growth. Italian IV is taught at the ACTFL Intermediate Level. Please see the end of this document for more details about ACTFL levels.

Essential Questions for the Course

Language:

- How does language shape my identity?
- How does my vocabulary and tone affect how others relate to me?
- How can I enhance my connections with people through language?
- How will learning a new language help me to become an active global citizen?
- Why is precise language important in all aspects of life?
- How will language acquisition affect my professional life in the future?
- Why does language change in different situations?

Culture:

- How do cultural practices help shape identity?
- How are traditional practices reflected in our modern lifestyle?
- How are we transformed by our study of other cultures?
- How can I enhance my connections with people through language and common interests?
- How can I become a global citizen using ethical principles?
- How can I make sound decisions to affect the sustainability of communities in the future?

Course Curriculum

Preliminary Unit: ¡Finalmente in Italia!

Pacing 3 -4 weeks

Focus Questions for Self-Reflection and Goal Setting:

- In which vocabulary themes are you most proficient and least proficient?
- In which grammatical structures are you most proficient and least proficient?
- What cultural topics did you find most interesting in Italian III and why?

Concepts/Skills:

Vocabulary and Grammar:

- Vocabulary words including idiomatic and culturally authentic expressions based on the thematic topics from Italian III.
- Grammatical structures learned in Italian III.

Communication:

- Read/listen to selected authentic sources in Italian, including audio recordings. Respond to questions using the vocabulary and grammatical structures learned in Italian III.
- Produce brief descriptive and narrative writings using the vocabulary and structures taught in Italian III.
- Conduct short research to ask and answer questions about Italian culture and career opportunities/employment.
- Discuss the course essential questions. (This activity is implemented throughout the course.)

Intercultural Focus:

- Explore the cultural aspects of employment and “*posto fisso*” in Italy; compare and contrast with jobs in the United States and in our own community. Share and discuss observations.

Assessments:

- Conversational interviews focused on culture and employment in Italy. (Interpersonal Speaking)
 - Presentation focused on *Quo vado!* - “Where am I going?” (Presentational Speaking)
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Unit 1: L'Abruzzo

Pacing: 9 - 10 weeks

Focus Questions:

- What will you be doing in ten years?
- How do you spend your free time? How do you think you will spend your free time in ten years?
- Do you know people from Abruzzo? Why is the region famous?

Concepts/Skills:

Vocabulary and Grammar:

- Learn and apply vocabulary in context:
 - Pastimes
 - Future plans
- Learn and apply grammar in context:
 - Fluently use the simple future tense of regular and irregular verbs.
 - Use affirmative and negative terms.
 - Utilize the adjectives *buono*, *nessuno*, *bello*, *santo*, and *grande* in speaking and writing.

Communication:

- Engage in conversation, both scripted and spontaneous, about pastime preferences and long term future plans.
- Read and respond to authentic materials using the vocabulary and grammatical structures learned in the unit and in previous Italian courses.
- Compare and contrast outdoor activities in Italy, the United States, and in our community.
- Discuss the meaning of the proverb: << *Dimmi con chi vai, e ti dirò chi sei.*>> "Birds of a feather flock together."

Intercultural Focus: L'Abruzzo

- Read/research and discuss important characteristics of the L'Abruzzo region.
- Identify and discuss famous Abruzzesi.
- Identify cultural products of L'Abruzzo: *I trabucchi* - old fishing structures along the Adriatic.
- Explain cultural perspectives of L'Abruzzo after reading a selection by Abruzzese author Gabriele D'Annunzio.

Assessments:

- Engage in original conversation focused on pastimes and future plans. (Interpersonal speaking)
- Interpret and respond to conversations between native Italian speakers focused on the topics of the unit. (Interpretive Listening)
- Write an extended paragraph in Italian predicting how one's life will be in ten years. (Presentational Writing)
- Complete written assessments (quizzes/tests) that monitor learning of the content and skills taught in the unit.

Unit 2: Il Molise

Pacing: 9 - 10 weeks

Focus Questions:

- How does traveling enrich us?
- What is Molise known for?
- How does verb tense help us speak with precision about time and the passing of time?

Concepts/Skills:

Vocabulary and Grammar:

- Learn and apply vocabulary in context:
 - Travel
 - Air travel, airport, and hotel check-in situations
- Learn and apply grammar in context:
 - Form and utilize the present and past progressive tenses of regular and irregular verbs in writing and speaking.
 - Recognize and use disjunctive (prepositional) pronouns.

Communication:

- Apply the verb tenses taught in the unit to ask and answer questions about actions that have begun but have not yet been completed.
- Engage in original conversation about travel and travel situations.
- Observe specific travel-related scenarios and describe what people were doing or are doing at particular moments in time.
- Discuss the proverb: <<*Chi tardi arriva male alloggia.*>> "He who arrives late finds poor lodging." (The early bird gets the worm.)

Intercultural Focus: // Molise

- Discover ways the region of Molise is important based upon its location, agricultural products, and gastronomy.
- Explore and discuss aspects of the food of Molise and how the production of food and wine products defines the region.
- Discuss famous "molisani" and the contributions they have made to society.
- Analyze how geography shapes the cultural practices, perspectives, and products of the central region of Molise.

Assessments:

- Listen to and interpret audio conversations focused on the themes of the unit. (Interpretive listening)
 - Describe in writing an image of a couple at a hotel check-in. (Presentational writing)
 - Create a travel brochure of cities or towns of Molise including monuments, art, history, cultural, and culinary traditions with a brief description of each. (Interpretive Reading / Presentational Writing)
 - Complete written assessments that monitor learning of content and skills taught in the unit.
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Unit 3: La Basilicata

Pacing: 9 - 10 weeks

Focus Questions:

- If you could choose a career now, what would it be? Why?
- Why do you think the Basilicata region is not well-known to tourists?

Concepts/Skills:

Vocabulary and Grammar:

- Learn and apply vocabulary in context:
 - Professions
 - Career paths
- Learn and apply grammar in context:
 - Form and utilize the present conditional tense.
 - Form adverbs.
 - Learn about the omission of definite and indefinite articles in certain situations.
 - Utilize the term “da” and expressions with “da”.

Communication:

- Read short passages and watch short videos about professions and career paths in Italy; interpret and respond to what is read/heard.
- Write a descriptive essay based on a hypothetical situation using the grammatical structures learned to date.
- Prepare and share information with others using an integrated multimedia approach.
- Discuss the proverb: <<Amore, tosse e fumo, malamente si nascondono>>; "Love, cough, and smoke are hard to hide."

Intercultural Focus: La Basilicata

- Discover ways the region of La Basilicata is important for its history, cities, products and practices. Discuss the reasons why the region is not well known to tourists.
- Virtually explore churches, museums, and monuments of La Basilicata, with particular emphasis on the city of Matera, named Capital of Culture of 2019 and its *Sassi*.
- Discuss famous people “Lucani” and the contributions they have made to society.
- Analyze how geography shapes the cultural practices, perspectives, and products of La Basilicata.
- Discuss perspective and tourism in La Basilicata.

Assessments:

- Read and listen to native Italian conversations focused on professions and career paths. Respond to the ideas. (Interpretive Listening)
- Read an excerpt about Leonardo Da Vinci and present information and conclusions from the reading. (Interpretive Reading / Presentational Speaking)
- Write a descriptive essay about a hypothetical situation of winning one million dollars. (Presentational Writing). Create an audiovisual presentation to illustrate/describe key points of the essay. (Presentational Speaking)
- Complete written assessments that monitor learning of the content and skills taught to date.

Unit 4: La Valle D'Aosta

Pacing: 9-10 weeks

Focus Questions:

- What do you love about music?
- Are you a possessive person? In what way?
- What sport is popular in Valle d'Aosta? Why?

Concepts/Skills:

Vocabulary and Grammar:

- Learn and apply vocabulary in context:
 - Music
 - Musical terms
 - Musical instruments
- Learn and apply grammar in context:
 - Recognize and use possessive pronouns
 - Utilize verbs that are followed by prepositions

Communication:

- Describe an opera using precise vocabulary and grammatical structures.
- Use possessive pronouns fluently to reduce redundancy in speech.
- Engage in original conversation about one's preference in music concerts.
- Research, present information, and discuss famous Italian composers and operas.
- Discuss the proverb: <<*Cambiano i suonatori ma la musica e' sempre quella*>>; "The melody has changed but the song remains the same."

Intercultural Focus: La Valle d'Aosta

- Research and discuss ways that the region of Valle d'Aosta is important for its history, cities, products, and practices.
- Discuss famous people from Valle d'Aosta and the contributions they have made to society.
- Explore how geography shapes the cultural practices, perspectives, and products of Valle d'Aosta.

Assessments:

- Listen and respond to native Italian conversations about music, operas, and concerts. (Interpretive Listening)
 - Read, summarize, and share information from a text excerpt about Gioacchino Rossini. (Interpretive Reading / Presentational Speaking)
 - Write a descriptive essay about a musical concert. (Presentational Writing)
 - Complete written assessments/examinations that monitor learning of the content and skills taught to date.
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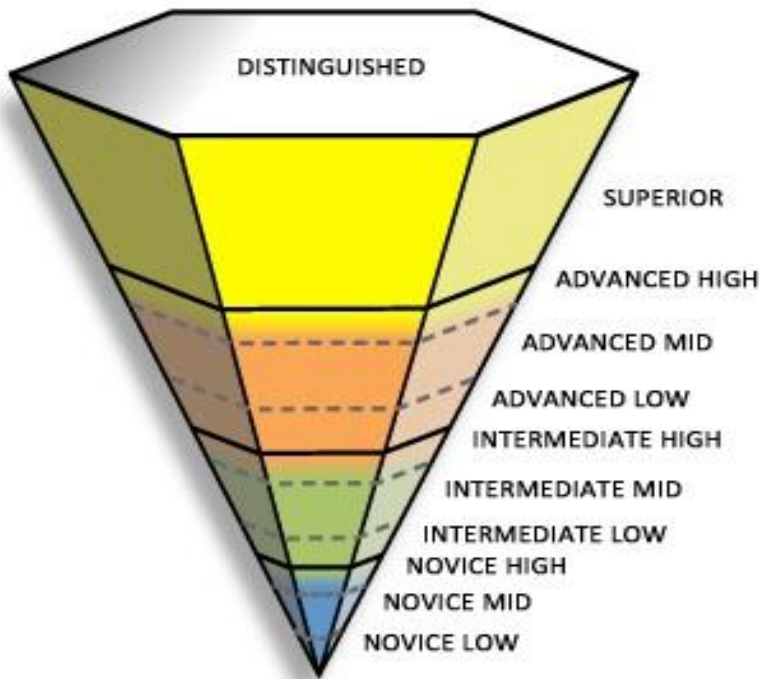
Resources

- *Chiarissimo Due* by Bruna Petrarca Boyle, John Giovanelli, Wayside Publishing, Chiarissimo Due.2016
- [Learning Site – Wayside Publishing](#)
- www.wordreference.com
- Supplementary enrichment material

Grading

Listening	20%
Reading	20%
Writing/Vocabulary & Grammar	20%
Speaking	20%
Culture & Participation	20%

ACTFL Proficiency Guideline which is used by the World Language Department.



The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed

context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.