

Italian I

Course Description

This introductory course prepares learners to communicate, explore, and connect across cultures in order to foster attitudes of mutual understanding and respect. By learning in an intercultural context, students acquire communication skills and content knowledge while exploring the products, practices, and perspectives of Italian-speaking cultures. Students learn to use multiple strategies to make meaning and express themselves, expanding their literacy strategies and learning to communicate across cultures. Equal emphasis is placed on learning the skills of listening, reading, writing, and speaking. The Holy Cross World Language Department uses ACTFL guidelines to prepare curriculum and measure students' growth. This course is offered at the *novice low to novice high range*. Please see the end of this document for more details about ACTFL levels.

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. Students are also encouraged to grow as faithful citizens who respect others, demonstrate character and integrity, value the uniqueness of every human being, and respect diverse traditions and cultures.

Essential Questions for the Course

Language:

- How does my language shape my identity?
- How does my language 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?
- How will learning another language be useful in other aspects of life?
- Why is precise language important in all aspects of life?
- How does language change in different situations?

Culture:

- How and why do cultures differ?
- What do all cultures have in common?
- How do cultural practices help shape identity?
- How do traditions and celebrations reflect the history and values of a place and a people?
- How are we transformed by our study of other languages and cultures?

Course Curriculum

Preliminary Unit: ¡Benvenuti in Italia! (2 - 3 weeks)

Focus Questions:

- What are the benefits of studying the Italian language and culture?
- What does the country of Italy look like? What are its outstanding geographical features?
- How do you think geography impacted the culture of Italy?
- What are the most notable contributions of the Italians? Who are some famous Italians and Italian-Americans?
- What would you like to do and see if you traveled to Italy?

Concepts/Skills:

Vocabulary:

- Recognize basic vocabulary focused on describing the geographical features, history, and language of Italy.
- Explain how context and cognates can be used to help determine the meaning of unknown words.

Communication:

- Conduct short research to answer and discuss foundational questions about the Italian language, culture, and history.
- Discuss the language-focused essential questions. (This will follow through the rest of the course.)

Intercultural Focus:

- Identify the geographical location of Italy, its bordering countries, seas, lakes, and mountain ranges.
- Describe the two independent states located within Italy.
- Discuss the contributions of notable historical or contemporary Italians and Italian-Americans.
- Explore the prevalence of Italian people and heritage around the globe, in the United States, and in our own community. Share and discuss observations.

Assessments:

- Research one aspect or region of Italian geography, history, cultural highlights or notable figures and present information to class. (Presentational Speaking)
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Unit 1: Il Veneto - 4 weeks

Focus Questions:

- How does pronunciation of the Italian alphabet differ from ours?
- What do you notice about Italian names?
- What are some common Italian greetings?
- How important are tone, body language, and gestures when greeting and taking leave in Italy?
- What is outstanding about the Veneto region of Italy?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to communicate greetings and ask basic introductory questions.
- Learn and apply phonetic skills to accurately pronounce the alphabet and spell beginner level Italian words and names.
- Vocabulary in context:
 - Greetings and leave-taking
 - Introductions

- Titles for addressing adults
- Classroom questions and directions
- Names on common food, sports, and ideas
- Grammar in context:
 - Mi piace / Ti piace + infinitives to state preferences
 - Selected adjectives, adverbs, and prepositions

Communication:

- Accurately pronounce the Italian alphabet.
- Communicate with appropriate words and gestures to greet, introduce oneself, and take leave in Italian using the vocabulary and structures taught in the unit.
- Ask and answer basic questions when engaging in introductions and classroom conversation.
- Express basic likes and dislikes using vocabulary and structures taught in the unit.
- Explain the concept of register when using Italian to converse.

Intercultural Focus: // Veneto

- Locate and discuss characteristics and importance of the Veneto region.
- Identify and discuss famous Venetians.
- Recognize common Italian names and their meaning.
- Discuss culture-focused essential questions.

Assessments:

- Engage in scripted and original conversation focused on greetings and introductions. (Interpersonal speaking)
- Listen to and interpret introductory conversations between native Italian speakers (Interpretive Listening)
- Read and respond to a basic email; answer basic questions in the target language. (Interpretive Reading)
- Complete a short-answer written assessment that monitors learning of the content taught in the unit.

Unit 2: La Lombardia - 4 - 5 weeks

Focus Questions:

- What language(s) do you speak? What languages do your family members speak?
- How do you ask for and give personal information in Italian?
- How do you state basic preferences in Italian?
- How do your favorite activities compare to those of an Italian young adult?
- What is unique about the Lombardy region?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures needed to exchange information about identity, age, languages, and favorite activities.

- Vocabulary in context:
 - Identity
 - Favorite activities (preferences)
 - Languages spoken
 - Interrogative words
 - Numbers 0 to 30
 - Expressions of “How much is...?”
- Grammar in context:
 - Masculine and Feminine nouns
 - Definite articles: gender and number
 - Expressions of “There is/are; Here is/are”

Communication:

- Ask and answer questions to exchange information about identity and favorite activities.
- Accurately form basic questions to learn details about another’s interests/preferences and to ask follow-up questions to expand the conversation.
- Interpret other students’ presentations and conversations using vocabulary and structures learned in the course.

Intercultural Focus: *La Lombardia*

- Discover ways the Lombardy region is important for its fashion and television industry.
- Explore aspects of its food and how the production of food products defines identity.
- Discuss famous people from Lombardia and the contributions they have made in society.
- Explore aspects of identity in the community, and compare perspectives on identity.
- Examine how geography shapes the cultural practices, perspectives, and products of Lombardia.

Assessments:

- Engage in structured and original conversations with peers using vocabulary and structures from the first two units. (Interpersonal Listening/Presentational Speaking)
- Listen to conversations between native Italian speakers and comment by agreeing or disagreeing with the information from the conversations. (Interpretive Listening /Interpersonal Speaking)
- Prepare a video blog introducing/describing yourself in Italian. (Presentational Speaking)
- Complete written assessments that monitor learning of the content taught to date.

Unit 3: IL Lazio - 4 - 5 weeks

Focus Questions:

- What daily activities define your life?
- How does your daily and communal life compare to a young person living in Italy?
- How do people’s activities reflect their values and the values of their communities?
- What is outstanding about the Lazio region of Italy?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to exchange information about daily life activities.
- Vocabulary in context:
 - Activities and actions of daily life
- Grammar in context:
 - Subject and subject pronouns
 - Conjugation of regular *-are*, *-ere*, and *-ire* in the present tense
 - Conjugation of regular *-ciare/-giare* and *-care/gare* in the present tense
 - Form negative sentences
 - Construct questions

Communication:

- Conduct conversations with another to ask and answer questions about varied life activities. Use the vocabulary and grammatical structures learned in units one through three.
- Read short passages and watch short videos spoken in Italian; interpret and comment on what is read/heard.
- Write descriptive text and share information using an integrated multimedia approach.
- Discuss how the community impacts daily life activities and perspectives on identity.
- Use context and cognates to help determine the meaning of unknown words.

Intercultural Focus: // Lazio

- Discover ways the Lazio region is important for its history, surrounding cities, products and practices.
- Discuss the importance of The Vatican in Rome.
- Explore churches, museums, and monuments of Rome.
- Discuss famous people from Lazio and the contributions they have made in society.
- Analyze how geography shapes the cultural practices, perspectives, and products of Lazio.

Assessments:

- Listen to conversations about film, concerts, and places to visit in Lazio. Respond to/expand upon the information from the conversations. (Interpretive Listening)
- In Italian, write a descriptive essay about your daily life activities. (Presentational Writing)
- Create an audiovisual presentation to illustrate/describe your typical day using the information from the descriptive essay. (Presentational Speaking)
- Complete written assessments that monitor learning of the content taught to date.

Unit 4: La Sicilia - 4 - 5 weeks

Focus Questions:

- When do we use cardinal and ordinal numbers in Italian?
- How does one say and write the time in Italian?
- What are idiomatic expressions? What do idioms tell you about the culture of a country?
- What is unique about La Sicilia?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to show what one has, state and write the time, and express certain states of being.
- Vocabulary in context:
 - Numbers from 0 to 100
 - Ordinal and cardinal numbers
 - Expressions used in telling time (mezzanotte, mezzogiorno, etc.)
 - idiomatic expressions
- Grammar in context:
 - The verb to have - *avere*
 - Expressions with the verb *avere* (fame, sete, caldo, freddo, etc.)
 - Indefinite articles

Communication:

- Tell time and make statements using cardinal and ordinal numbers.
- Express states of being in both conversation and in writing using the vocabulary and structures taught to date.
- Accurately use specific idiomatic expressions in conversation. Discuss the importance of knowing the implications of idioms and slang before using.
- Create an appealing visual display to showcase an event or attraction.

Intercultural Focus: *La Sicilia*

- Discover ways that the region of Sicily is important for its history, cities, products and practices.
- Research churches, museums, and monuments of Sicily.
- Discuss famous people from Sicily and the contributions they have made in society.
- Explore aspects of identity in the community, and compare perspectives on identity.
- Explore how geography shapes the cultural practices, perspectives, and products of Sicily.

Assessments:

- Listen to and comment on the conversations of native Italian speakers focused on the content of the unit. (Interpretive Listening)
- Design a postcard or poster with descriptive language to promote a place in Sicily. Share your choice and work with peers. (Presentational Writing and Speaking)
- Complete written assessments that monitor learning of the content taught to date.

Unit 5: Il Piemonte - 6 - 7 weeks

Focus Questions:

- What are the seasons and weather in Italy?
- How does the climate affect how people live and eat?
- What are some iconic foods from Italy?
- How does food shape our cultural identity? How can exploring new foods help us learn about other cultures?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to state the days, months, seasons and weather, and to share preferences, opinions, and habits, including food choices and purchases.
- Vocabulary in context:
 - Days and months
 - Seasons of the year
 - Weather
 - Names of each meal
 - Fruits, vegetables, dairy, meat/fish, cold/hot beverages, desserts
- Grammar in context:
 - The verb to do *fare* for expressing weather
 - The verbs to take or have *prendere*; to prefer *preferire*

Communication:

- Engage in conversation about the seasons and weather; ask follow-up questions to expand conversation.
- Apply vocabulary and grammatical structures to ask about and express personal food preferences, opinions, and habits in both conversation and in writing.
- Analyze photographs, videos, ads, blogs, and menus to understand food traditions.
- Use context in print and audiovisual material to determine the meanings of unknown words.
- Write a descriptive essay that has an introduction, body, and conclusion; use vocabulary and structures taught to date.

Intercultural Focus: Il Piemonte

- Explore how geography shapes the cultural practices, perspectives, and products of Il Piemonte.
- Explore food traditions and preferences as expressions of cultural identity.
- Create and present a series of menu items based on food preferences and food traditions from the region of Piemonte.
- Describe how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.
- Discuss essential questions.

Assessments:

- Describe seasons, weather, and food selections based on images. (Interpretive Audiovisual)
- Listen to, interpret, and comment on conversations from native speakers about seasons, weather, and food choice. (Interpretive Listening)
- Write a descriptive essay about a place you wish to visit for a week and the activities you wish to engage in. Research the weather forecast for that week; reference the forecast in the essay and match activities with the weather. (Interpretive Reading/Presentational Writing)
- Design an interesting and varied menu for your school cafeteria. (Presentational Writing)
- Complete written assessments that monitor learning of the skills and content taught in the unit.

Unit 6 : La Toscana - 4 - 5 weeks

Focus Questions:

- How would you describe your physical and character traits to others?
- What are some important dates to you? Why?
- What geographical and cultural attractions does the Tuscany region offer?
- How does the geography and climate of Tuscany impact its culture and economy?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to communicate with others about physical and character traits, nationality, colors, where one goes, and what one can do.
- Vocabulary in context:
 - Physical and psychological characteristics
 - Adjectives of nationalities
 - Colors
- Grammar in context:
 - The verb to be *essere*
 - The verbs to go and to be able; can *Andare & Potere*
 - Adjective agreement
 - Dates and calendars

Communication:

- Engage in original conversations to describe yourself and friends and to arrange dates/social plans using the vocabulary and grammatical structures taught to date.
- Enhance oral and written responses through the use of descriptive language, including colors.
- Research and share factual information with others using the vocabulary and structures taught to date. (Focus on La Toscana.)

Intercultural Focus: La Toscana

- Explain geographical features and iconic landmarks in the region of Toscana.
- Investigate the cultural practice of *Il Palio* - the horse race in Siena.
- Compare the clock tower of Siena with that of Waterbury.
- Investigate the Renaissance and its importance in history.
- Explore how geography shapes the cultural practices, perspectives, and products of Toscana.

Assessments:

- Watch a video about La Toscana and Il Palio and summarize what you hear and see in the video. (Interpretive Audiovisual)
- Listen to, interpret and comment on audio conversations of native speakers about a road trip in Toscana. (Interpretive Audio)
- Read and summarize an essay about the horse race *Il Palio*. (Interpretive Reading)
- Research and present on the unique geographical and cultural features that have shaped and define Tuscany. (Presentational Speaking)
- Complete written assessments that monitor learning of the skills and content taught in the unit.

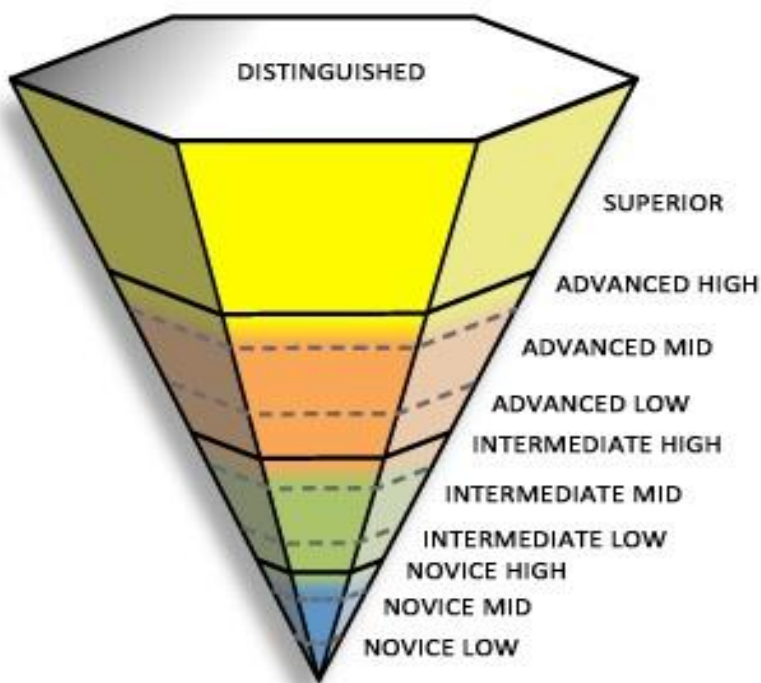
Resources

- *Chiarissimo Uno Bruna Petrarca Boyle, John Giovanelli, Wayside Publishing, Chiarissimo Uno.2014*
- [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.