

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Italian 1	Course Number: 4313
Department: World Languages	Grade(s): 9-12
Level: Academic	Credit: 1
Course Description Italian 1 will teach students the basic elements of the Italian language and culture. Through interactive lessons using everyday vocabulary, students will begin to speak, read, write, and understand spoken Italian. Students will engage in a variety of activities to foster a better understanding of the language and culture.	
Required Instructional Materials <i>Ciao</i> , Thomson Publishers, 5 th edition, 2003	Completion/Revision Date Approved by Board of Education on: May 15, 2006

Mission Statement of the Curriculum Management Team

The value of world language study lies in the relationship that exists between language and culture and between language and thought. Therefore, the Wallingford World Language Department's mission is to provide all students opportunities to communicate and interact within a culturally diverse world community. These opportunities will also foster student appreciation of their own language and culture and will encourage them to make strong connections between the study of world language and other academic disciplines.

Enduring Understandings for the Course

- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- Effective written language is essential to good communication.
- Comparing English with other languages is important to understanding the nature of language.
- One reads to acquire knowledge and understanding and to gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language helps to gain knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

LEARNING STRAND

1.0 Communication Through Speaking

ENDURING UNDERSTANDING(S)

- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- What strategies can I use to communicate more effectively?
- How can one express complex ideas using simple terms?

LEARNING OBJECTIVES *The student will:*

- 1.1 Recognize the meaning of Italian vocabulary terms relating to everyday life.
- 1.2 Speak in simple sentences.
- 1.3 Ask and respond to questions.
- 1.4 Conduct a simple dialogue.

INSTRUCTIONAL SUPPORT MATERIALS

- *Ciao*, workbook
- *Ciao*, audio CD program
- Manipulatives (with classroom items, clothing, food)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Drill and practice
- Modeling (pronunciation, syntax)
- Oral presentations (dialogues)
- Projects (i.e. family trees, photo albums, an “ideal” room)
- Didactic questioning (questions which tend to have a single answer)
- Games (vocabulary bee)
- Student interviews
- Peer teaching
- Practice impromptu speaking

SUGGESTED ASSESSMENT METHODS

- Dialoging
- Teacher observation of group activities
- Oral presentations
- Projects
- Student performance
- Tests/quizzes

LEARNING STRAND

2.0 Communication Through Listening

ENDURING UNDERSTANDING(S)

- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- What do I hear when I listen?
- What cues do I listen and watch for before I respond?
- How do I figure out meaning when words are not understood?

LEARNING OBJECTIVES *The student will:*

- 2.1 Explain in English something heard in Italian (simple sentences, present tense, etc.)
- 2.2 Identify the main ideas, themes, and some details from authentic media or live presentations.
- 2.3 Utilize strategies for comprehension while listening.
 - Voice inflection
 - Listening for general idea
 - Listening for recognizable words
 - Ask a question to clarify context
 - Watch for facial expressions and gestures
- 2.4 Maximize use of target language on a daily basis.

INSTRUCTIONAL SUPPORT MATERIALS

- *Ciao*, video series
- *Ciao*, audio CD program
- Contemporary Italian music

SUGGESTED INSTRUCTIONAL STRATEGIES

- *Ciao* video series with follow up discussion
- Student interviews
- Games (bingo)
- Listening activities (utilizing the instructional support materials)
- Peer teaching
- Create a song to remember key vocabulary and pronunciation
- Cloze activities (choosing the correct words/terms to fill in blanks in text)

SUGGESTED ASSESSMENT METHODS

- Listening tests and quizzes
- Simple dialoging
- Student participation
- Checking for comprehension with didactic questioning (questions which tend to have a single answer)
- Student performances
- Projects

LEARNING STRAND

3.0 Communication Through Writing

ENDURING UNDERSTANDING(S)

- Effective written language is essential to good communication.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- Why can't I translate everything?
- How can I create a meaningful sentence?

LEARNING OBJECTIVES *The student will:*

- 3.1 Write sentences to demonstrate effective communication.
- 3.2 Construct simple paragraphs to reinforce concepts.
- 3.3 Create dialogues using current vocabulary.
- 3.4 Compose notes or short letters in the target language to peers.

INSTRUCTIONAL SUPPORT MATERIALS

- *Ciao*, workbook

SUGGESTED INSTRUCTIONAL STRATEGIES

- Writing activities (self descriptions, likes and dislikes/preferences etc.)
- Data gathering (conduct and report on student surveys)
- Modeling (syntax)
- Peer editing (noun/adjective agreement, present tense)
- Create authentic writing pieces such as letters or journals in the target language
- Write a short poem in Italian
- Practice impromptu writing

SUGGESTED ASSESSMENT METHODS

- Authentic writing
- Creative writing
- Homework
- Quizzes and tests
- Projects
- Student participation

LEARNING STRAND

4.0 Structure

ENDURING UNDERSTANDING(S)

- Comparing English with other languages is important to understanding the nature of language.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- Why isn't a dictionary enough?
- How does my understanding of structure affect my ability to communicate?
- Why does word order matter?

LEARNING OBJECTIVES *The student will:*

- 4.1 Use regular and irregular verbs in the present tense.
- 4.2 Analyze nouns and adjectives for agreement (gender and number).
- 4.3 Compare sentence structure between Italian and English.
 - Question formation
 - Noun and adjective placement
 - Connection between verbs and subject pronouns
 - Formal and informal subject pronouns
- 4.4 Recognize and use about 200 vocabulary words that relate to everyday life.

INSTRUCTIONAL SUPPORT MATERIALS

- *Ciao*, workbook

SUGGESTED INSTRUCTIONAL STRATEGIES

- Drill and practice (question and answering, present tense verbs, noun/adjective agreement)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (noun/adjective agreement, present tense)
- Play "Pictionary" with key vocabulary words

SUGGESTED ASSESSMENT METHODS

- Writing
- Homework
- Performance-based assessments
- Projects
- Quizzes and tests
- Teacher generated worksheets

LEARNING STRAND

5.0 Reading and Literature

ENDURING UNDERSTANDING(S)

- One reads to acquire knowledge and understanding and to gain new perspectives.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- How do I figure out meaning when words are not understood?
- How do I use context clues to understand the main idea?

LEARNING OBJECTIVES *The student will:*

- 5.1 Translate simple paragraphs and dialogue.
- 5.2 Comprehend simple advertisements, product labels etc.
- 5.3 Use reading strategies to figure out unknown words such as rereading, sounding out, reading on, finding known parts within a word etc.

INSTRUCTIONAL SUPPORT MATERIALS

- Elementary readers
 - *Raccontini Simpatici*, Liliana Briefel, (advanced beginning), National Textbook Company, 1975
- Picture books in Italian
- Advertisements and product labels in Italian

SUGGESTED INSTRUCTIONAL STRATEGIES

- Answer questions regarding a reading assignment
- Guided reading (teacher provides information or leads the students through the step by step development of specific skills)
- Directed reading (questions are asked of students throughout the reading to help them understand the text more thoroughly)
- Reading aloud
- Write an English summary of an Italian paragraph
- Cloze activities (choosing the correct words/terms to fill in blanks in text)

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests (reading comprehension)
- Homework
- Reading comprehension questions
- Writing assignments
- Student participation

LEARNING STRAND

6.0 Cultural Understanding

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language helps to gain knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

ESSENTIAL QUESTION(S)

- Can I explore cultures without stereotyping them?
- How does where I live shape who I am?
- Where does this language exist in my community?
- What can I learn about my own language and culture from the study of others?
- How does language shape culture?
- How does culture shape language?
- Why study another culture?

LEARNING OBJECTIVES *The student will:*

- 6.1 Compare and contrast personal everyday life with life in Italy.
- 6.2 Examine major cultural and geographical features of Italy.

INSTRUCTIONAL SUPPORT MATERIALS

- Maps
- *Ciao*, video series
- Italian music
- Videos depicting Italian culture
 - Travel videos
- Manipulatives (with classroom items, clothing, food)
- *CultureGrams*, hardcopy & online database

SUGGESTED INSTRUCTIONAL STRATEGIES

- Group discussions
- Projects (e.g., foods, lifestyles, beliefs, customs, art)
- Oral presentations
- Speakers with expertise on specific subjects
- Field trips (museum, Italian restaurants)
- Demonstrations (e.g., cooking, dance)
- Reading assignments
- Video with follow-up discussion
- Games (Italian trivia, board games)
- Research and create presentations on Italy

SUGGESTED ASSESSMENT METHODS

- Homework

- Reflective writing
- Multi-media presentations
- Projects
- Student presentations
- Quizzes and tests
- Student participation

