

## Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

<b>Course Title:</b> Italian 2	<b>Course Number:</b> 4323
<b>Department:</b> World Languages	<b>Grade(s):</b> 9-12
<b>Level(s):</b> Academic	<b>Credit:</b> 1
<b>Course Description</b> Italian 2 begins with a detailed review of Italian 1 grammar. There is an emphasis on increasing opportunities to use the language in speaking, reading, writing and listening. Students will learn new vocabulary and grammar necessary for more sophisticated reading and more complex dialogues in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: Italian 1– Credit: 1)	
<b>Required Instructional Materials</b> <i>Ciao</i> , Thomson Publishers, 5 <sup>th</sup> edition, 2003	<b>Completion/Revision Date</b> 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.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

<b><u>LEARNING STRAND</u></b>	
1.0 Communication Through Speaking	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• Communicating in at least one other language allows people to obtain information, express feelings, and exchange opinions with a wider audience.</li> <li>• Interpreting spoken language is essential to good communication and building rapport.</li> <li>• Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies can I use to communicate more effectively?</li> <li>• How can one express complex ideas using simple terms?</li> <li>• How does one keep the conversation going?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<p>1.1 Practice and give meaning to Italian vocabulary relating to specifics of everyday life.</p> <p>1.2 Share information about themselves in Italian.</p> <p>1.3 Engage in simple conversations in Italian.</p>	<ul style="list-style-type: none"> <li>• <i>Ciao</i>, workbook</li> <li>• <i>Ciao</i>, audio CD program</li> <li>• Manipulatives (with personal hygiene, health and fitness, pictures, childhood toys)</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Drill and practice</li> <li>• Modeling (pronunciation, syntax)</li> <li>• Oral presentations (dialogues)</li> <li>• Projects (i.e. “Your Typical Day”, “When I Was Young”, storybook)</li> <li>• Didactic questioning (questions which tend to have a single answer)</li> <li>• Games (vocabulary bee)</li> <li>• Student interviews</li> <li>• Peer teaching</li> </ul>
	<b><u>SUGGESTED ASSESSMENT METHODS</u></b>
	<ul style="list-style-type: none"> <li>• Dialoging</li> <li>• Teacher observations of group activities</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Student performances/presentations</li> <li>• Student participation</li> <li>• Tests/quizzes</li> <li>• Homework</li> </ul>

**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?
- What do facial expressions and gestures add to what I am hearing?

**LEARNING OBJECTIVES** *The student will:*

- 2.1 Understand spoken Italian.
- 2.2 Explain in English something heard in Italian.
  - Simple sentences
  - Present and past tense
- 2.3 Explain the main ideas, themes, and some details from authentic media or live presentations.
- 2.4 Maximize use of the Italian language.
- 2.5 Use strategies to understand when listening such as:
  - Voice inflection
  - Listening for general idea
  - Listening for recognizable words
  - Ask a question to clarify context
  - Watch for facial expressions and gestures

**INSTRUCTIONAL SUPPORT MATERIALS**

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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

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

**SUGGESTED ASSESSMENT METHODS**

- Listening tests and quizzes
- Simple conversations
- Student participation
- Student performances
- Checking for comprehension with brief questions
- Projects

**LEARNING STRAND**

3.0 Communication Through Writing

**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.
- Effective written language is essential to good communication.

**ESSENTIAL QUESTION(S)**

- Why can't I translate everything?
- How can I create a meaningful sentence?
- How can one express complex ideas using simple terms?
- What can I do when I don't know the words to say what I am thinking?

**LEARNING OBJECTIVES** *The student will:*

- 3.1 Write dialogue and two-paragraph passages on a regular basis.
- 3.2 Correspond with each other in Italian.
- 3.3 Utilize their knowledge of the language to compose authentic writing pieces such as letters, journal entries, poems etc.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Ciao*, workbook

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Writing activities (daily routines, dining out at a favorite restaurant, critiquing restaurants, comparing/contrasting childhoods)
- Projects (health and fitness-gym advertisement, storybook: *When I Was Young*)
- Data gathering (conduct and report on student surveys)
- Modeling (syntax)
- Peer editing (present and past tenses)
- Write a short story in Italian
- Practice impromptu writing
- Create authentic writing pieces such as letters or journals in the target language

**SUGGESTED ASSESSMENT METHODS**

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

## **LEARNING STRAND**

### 4.0 Structure

#### **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.
- Comparing English with other languages is important to understanding the nature of language.

#### **ESSENTIAL QUESTION(S)**

- Why isn't a dictionary enough?
- How does my understanding of structure affect my ability to communicate?
- How do I know which verb tense to use?

#### **LEARNING OBJECTIVES** *The student will:*

- 4.1 Use regular, irregular, and reflexive verbs:
  - Simple past tense.
  - Present tense
- 4.2 Utilize commands:
  - Informal
  - Formal
- 4.3 Form more complex sentences.
- 4.4 Compare sentence structure between Italian and English.
- 4.5 Recognize and use at least 400 vocabulary words that relate to everyday life.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Ciao*, workbook

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice (question and answer, present and past tense verbs, informal commands, reflexives, comparisons)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (present and past tenses, comparisons, reflexive verbs, informal commands)
- Play "Pictionary" with key vocabulary words

#### **SUGGESTED ASSESSMENT METHODS**

- Writing assignments
- Homework
- Performance-based assessments
- Projects
- Quizzes and tests
- Worksheets

<b><u>LEARNING STRAND</u></b>	
5.0 Reading and Literature	
<b><u>ENDURING UNDERSTANDING(S)</u></b> <ul style="list-style-type: none"> <li>• One reads to acquire knowledge and understanding and to gain new perspectives.</li> <li>• Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.</li> </ul>	<b><u>ESSENTIAL QUESTION(S)</u></b> <ul style="list-style-type: none"> <li>• How do I figure out meaning when words are not understood?</li> <li>• How do I use context clues to understand the main idea?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i> <ol style="list-style-type: none"> <li>5.1 Analyze excerpts from magazine articles written in Italian.</li> <li>5.2 Use strategies to read short stories:               <ul style="list-style-type: none"> <li>- Context clues</li> <li>- Rereading</li> <li>- Sounding out</li> </ul> </li> <li>5.3 Interpret information from the text to make a prediction.</li> </ol>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b> <ul style="list-style-type: none"> <li>• <i>Ciao</i>, workbook</li> <li>• <i>Racconti</i>, Liliana Briefel, (intermediate), National Textbook Company, 1975 (graded reader)</li> <li>• Magazine articles in Italian</li> <li>• Short stories in Italian such as, “Destinazione Italia”, and “Avventura in Toscana”</li> </ul> <b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b> <ul style="list-style-type: none"> <li>• Answer questions regarding a reading assignment</li> <li>• Guided reading (teacher provides information or leads the students through the step by step development of specific skills)</li> <li>• Directed reading (questions are asked of students throughout the reading to help them understand the text more thoroughly)</li> <li>• Read alouds</li> <li>• Predict the outcome of a story</li> <li>• Write an English summary of an Italian reading</li> <li>• Cloze activities (choosing the correct words/terms to fill in blanks in text)</li> </ul> <b><u>SUGGESTED ASSESSMENT METHODS</u></b> <ul style="list-style-type: none"> <li>• Quizzes and tests (reading comprehension)</li> <li>• Homework</li> <li>• Reading comprehension questions</li> <li>• Student participation</li> <li>• Written summaries</li> <li>•</li> </ul>

**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 is essential to gaining knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

**ESSENTIAL QUESTION(S)**

- How do I explore cultures without stereotyping them?
- How does where I live shape who I am?
- Where does this language exist within 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 Examine ideas and perspectives of Italian culture which may include:
- Music
  - Food
  - Everyday life
  - History
  - Geography

**INSTRUCTIONAL SUPPORT MATERIALS**

- Maps
- *Ciao*, video series
- Manipulatives
- Italian music
- Videos depicting Italian culture
  - Travel videos
- *CultureGrams*, hardcopy & online database

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Group discussions
- Oral presentations
- Field trips (museum, Italian restaurant)
- Demonstrations (of cooking, dance etc.)
- Reading assignments
- Video with follow-up discussion
- Classroom discussions
- Speakers with expertise on specific subjects
- Games (Italian trivia, board games)

**SUGGESTED ASSESSMENT METHODS**

- Homework
- Reflective writing
- Performance-based assignments
- Multi-media presentations
- Projects
- Student presentations
- Quizzes and tests
- Student participation



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