

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Italian 3	Course Number: 4332
Department: World Languages	Grade(s): 10-12
Level: Honors	Credit: 1
Course Description Italian 3 continues grammar study, expands vocabulary, and provides increased opportunities for students to listen to, speak, read, and write Italian. Intermediate level stories with both content-based and evaluative discussions and questions supplement grammar study. (Prerequisite: Italian 2– Credit: 1)	
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

- 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 allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Interpreting spoken and written language is essential to good communication and building rapport.
- 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.
- 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.

<u>LEARNING STRAND</u>	
1.0 Communication Through Speaking	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • 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 allows people to obtain information, express feelings and exchange opinions with a wider audience. 	<ul style="list-style-type: none"> • What cues do I listen and watch for before I respond? • How do I ask the right questions to get the information I want? • How do I figure out meaning when words are not understood? • What can I do when I don't know the words to say what I am thinking?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<ul style="list-style-type: none"> 1.1 Discuss their personal feelings and ideas in Italian. 1.2 Use strategies to communicate: <ul style="list-style-type: none"> - Rephrase - Say things that are directly related 1.3 Participate in situations in which they will spontaneously initiate and carry on a conversation in Italian. 1.4 Give oral presentations in Italian. 	<ul style="list-style-type: none"> • Ciao, workbook • Ciao, audio CD program • Manipulatives (with artwork)
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Drill and practice • Modeling (pronunciation, syntax, communication strategies) • Oral presentations (dialogues, role playing, discourse on a particular subject) • Projects (art and artists, the future tense-predictions for my future) • Open-ended questioning • Games (Trivial Pursuit, 20 Questions: Who Am I?, alphabet folders used to describe selected vocabulary etc.) • Student interviews • Peer teaching
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Dialoging • Teacher observation of group activities • Oral presentations • Projects • Student performances

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 Listen with understanding to a variety of speakers.
- 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 a variety of 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
- Videos such as,
 - *Cinema Paradiso*
 - *La vita e' bella (Life is Beautiful)*, Roberto Benigni, Miramax, PG-13 rating, 1998

SUGGESTED INSTRUCTIONAL STRATEGIES

- *Ciao* video series with follow up discussion
- Student interviews
- Games (Bingo, telephone game)
- Listening activities (utilizing the instructional support materials)
- Listen to music lyrics in Italian and interpret them into English
- Interview people from the community who speak the language
- Take a field trip to an Italian restaurant where the staff speaks the language. Students would order their food and communicate in Italian
- Peer teaching
- Invite guest speakers from the community to speak in Italian on various topics

SUGGESTED ASSESSMENT METHODS

- Listening tests and quizzes
- Conversations
- Student participation
- Student performances
- Check for comprehension with questioning and paraphrasing

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.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.

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?
- How can reading literature improve my writing skills?

LEARNING OBJECTIVES *The student will:*

- 3.1 Write dialogue and paragraph passages on a regular basis.
- 3.2 Correspond with each other in Italian.
- 3.3 Compose authentic writing pieces such as letters, journal entries, poems, short stories etc.
- 3.4 Write a short research report in Italian.
 - Include information from sources
 - Analyze and express personal opinions
- 3.5 Analyze writing and set personal goals for:
 - Verb tense
 - Sentence structure
 - Spelling
 - Organization of ideas

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)
- Practice impromptu writing
- Create writing pieces such as short stories or journal entries in Italian
- Write a summary of a reading in Italian

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)

- 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 Apply grammatical structure in regular and irregular forms to:
 - Future
 - Conditional
- 4.2 Recognize and use at least 600 vocabulary words.
- 4.3 Compare sentence structure between Italian and English.
- 4.4 Form complex sentences.

INSTRUCTIONAL SUPPORT MATERIALS

- *Ciao*, workbook
- Graded readers
 - *Realta' & Fantasia: Avventure in citta*, Constantino/Wald AMSCO School Publications, Inc.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Drill and practice (question and answering, future and conditional verb tenses)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (future and conditional tenses)
- Create crossword puzzles/word jumbles for vocabulary words
- Play "Pictionary" with key vocabulary words

SUGGESTED ASSESSMENT METHODS

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

<u>LEARNING STRAND</u>	
5.0 Reading and Literature	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • How do I figure out the main idea of the reading? • How do I summarize the reading in my own words?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>5.1 Read realia.</p> <p>5.2 Interpret the main idea and relevant details.</p> <p>5.3 Use reading strategies to comprehend written text.</p> <ul style="list-style-type: none"> - Context clues - Rereading - Sounding out <p>5.4 Interpret information from the text to make a prediction.</p>	<ul style="list-style-type: none"> • Graded readers such as, <ul style="list-style-type: none"> - <i>Realta' & Fantasia: Avventure in citta</i>, Constantino/Wald AMSCO School Publications, Inc. • Short stories such as, <ul style="list-style-type: none"> - <i>Andreuccio Da Perugia</i>, Giovanni Boccaccio, Klett Publishers, 1972 - <i>Ti Ho Sposato per Allegria</i>
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Answer questions regarding a reading assignment • Guided reading: teacher provides information or leads the students through the development of specific skills • Directed reading: questions are asked of students throughout the reading to help them understand the text more thoroughly • Read alouds • Predict the outcome of a story • Small group activities (reading, extracting the details, summarizing) • Cloze activities (choosing the correct words/terms to fill in blanks in text) • Write a summary of a reading in Italian • Write a personal reaction to a reading
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Quizzes and tests (reading comprehension) • Homework • Reading comprehension questions • Writing assignments/summaries • Student participation • Projects

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)

- How do 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 Research and analyze aspects of Italian culture.
 - Art
 - Music
 - Dance
 - History
 - Geography
- 6.2 Present information in Italian on an Italian city or region.

INSTRUCTIONAL SUPPORT MATERIALS

- Maps
- Videos depicting Italian culture
 - *Cinema Paradiso*
 - Benigni, Miramax, PG-13 rating, 1998
 - Travel videos
- Italian music
- Manipulatives
- *CultureGrams*, hardcopy & online database

SUGGESTED INSTRUCTIONAL STRATEGIES

- Group discussions
- Projects (i.e. art, music, dance)
- Oral presentations
- Field trips (museums, dance and music performances, restaurant)
- Demonstrations (music and dance lessons)
- Reading assignments
- Video with follow-up discussion
- Speakers with expertise on specific subjects
- Classroom discussions
- Games (Italian trivia, board games)

SUGGESTED ASSESSMENT METHODS

- Homework

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

