

**Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE**

<b>Course Title:</b> Italian 4	<b>Course Number:</b> 4342
<b>Department:</b> World Languages	<b>Grade(s):</b> 12
<b>Level(s):</b> Honors	<b>Credit:</b> 1
<b>Course Description</b> In Italian 4 students continue to develop a wider vocabulary and increase their fluency in all four language skills. Students are expected to speak the target language extensively in class. The cultural study includes Italian history, art and literature. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: Italian 3 – Credit: 1)	
<b>Required Instructional Materials</b> <i>Da Capo</i> , Graziana Lazzarino & Annamaria Moneti, Holt, Rinehart & Winston/Harcourt Brace Publishers, 5 <sup>th</sup> edition, 2002	<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**

- One speaks to acquire and convey knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Interpreting spoken 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.

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| <ul style="list-style-type: none"><li>• Appreciating and understanding the variety of cultures that exist in a society enriches that society.</li></ul> |
| <ul style="list-style-type: none"><li>• Understanding historical and cultural contexts enhances the appreciation of a society.</li></ul>                |

**LEARNING STRAND**

1.0 Communication Through Speaking

**ENDURING UNDERSTANDING(S)**

- One speaks to acquire and convey knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- 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 ask the right question 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 have the words to say what I am thinking?
- How do I make my words more effective in order to communicate?

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

- 1.1 Exchange opinions on a variety of topics including issues that are of contemporary or historical interest.
- 1.2 Hold conversations with peers in Italian.
- 1.3 Make a formal presentation to the class on a research topic in Italian.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Da Capo*, workbook
- *Da Capo*, audio CD program
- Manipulatives

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice
- Modeling (pronunciation, syntax, communication strategies)
- Oral presentations (dialogues, role playing, discourse on a particular subject)
- Projects (research topics)
- Open-ended questioning
- Games (Trivial Pursuit, 20 Questions – Who Am I?, alphabet folders used to describe selected vocabulary)
- Student interviews
- Read poetry in Italian expressing different feelings and moods
- Peer teaching

**SUGGESTED ASSESSMENT METHODS**

- Dialoging
- Teacher observation of group activities
- Oral presentations
- Student performances
- Projects
- Student participation

**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, body language 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 Apply 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
- 2.3 Explain the main ideas, themes, and some details from authentic media or live presentations such as:
  - Video segments
  - Commercials
  - Music
- 2.4 Maximize use of the Italian language.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Da Capo*, audio CD program
- Contemporary Italian music
- Videos
  - *Il Postino*, Miramax, PG rating, 1995

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Student interviews
- Games (guessing games, Bingo)
- 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 a restaurant that serves Italian cuisine and where the staff speaks the language. Students would order their food and communicate in Italian
- Invite guest speakers from the community in to speak in Italian on various topics
- Interpret peer read alouds

**SUGGESTED ASSESSMENT METHODS**

- Listening tests and quizzes
- Conversations
- Student participation
- Student performances
- Checking for comprehension with questions 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 meaningful compositions?
- How can I express more complex ideas using a variety of terms and tenses?
- What can I do when I don't have the words to write what I am thinking?
- How can reading literature improve my writing skills?

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

- 3.1 Write formal and informal compositions on a variety of topics.
- 3.2 Create authentic writing pieces such as letters, journal entries, poems, short stories etc. in Italian.
- 3.3 Write reports in Italian.
- 3.4 Analyze writing and set personal goals for:
  - Complex sentences
  - Variety and use of tenses
  - Accuracy and specificity of word choice

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Da Capo*, workbook

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Writing activities (based on short stories from the texts, vacations, holidays, pastimes)
- Journal entries
- Create a composition
- Data gathering (conduct and report on student surveys)
- Projects (travel)
- Modeling (mood and tense)
- Peer editing (a variety of tenses and moods)
- Create writing pieces such as short stories, research reports or letters in Italian
- Write an autobiographical essay
- Experiment with joint story writing – one starts and then passes it on

**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 do I recognize when to use the indicative versus the subjunctive mood?
- 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:
  - Subjunctive (present and past)
  - Compound tenses
- 4.2 Recognize and use at least 800 vocabulary words.
- 4.3 Compare sentence structure between Italian and English.
- 4.4 Form complex sentences.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Da Capo*, workbook

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice (question and answering, compound verb tenses, subjunctive mood)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (compound verb tenses, subjunctive mood)
- Create crossword puzzles/word jumbles for vocabulary words

**SUGGESTED ASSESSMENT METHODS**

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

**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 the main idea of the reading?
- How do I summarize the reading in my own words?
- How do I express my opinions and reactions to the reading?

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

- 5.1 Utilize strategies to read authentic literary text (e.g., poems, short stories, excerpts from novels).
  - Context clues
  - Rereading
  - Sounding out
- 5.2 Share personal reactions and feelings from reading authentic literary texts such as poems, plays, short stories, or excerpts from novels.
- 5.3 Use information from the text to make predictions.
- 5.4 Interpret main ideas and relevant details.
- 5.5 Evaluate literature written in Italian to describe the perspective of the author.

**INSTRUCTIONAL SUPPORT MATERIALS**

- Graded readers
- Short stories in *Da Capo* text
- Short stories
  - *Va dove ti port il cuore*, Susanna Tamaro, Baldini & Castoldi International, 1998
  - *Don Camillo*, Giovanni Guareschi, Amereon Limited (series)
  - *Le avventure di Pinocchio*, Carlo CoNodi, Klett Publishers, 2000

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- 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 or deeply)
- Read alouds
- Predicting the outcome of a story
- Small group activities (reading, extracting the details, summarizing, sharing personal reactions)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Draw pictures of different stages of a story being read
- Write a summary of an Italian reading
- Write a personal reaction to a reading

**SUGGESTED ASSESSMENT METHODS**

- Quizzes and tests (reading comprehension)
- Homework



- Reading comprehension questions
- Writing assignments
- Student presentations
- Teacher observations
- Projects
- 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.
- Understanding historical and cultural contexts enhances the appreciation of a 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?
- How does history shape culture?
- Why study another culture?

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

- 6.1 Evaluate literature written in Italian to describe the perspective of the author.
- 6.2 Examine how authors are influenced by the time and place about which they are writing.
- 6.3 Discuss historical relevance of literature being read.
- 6.4 Research and analyze aspects of Italian speaking cultures:
  - Art
  - Music
  - Dance
  - History
  - Geography
- 6.5 Present researched information on Italian culture in Italian.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- Maps
- Videos depicting Italian culture
  - *Il Postino*, Miramax, PG rating, 1995
  - Travel videos
- Italian music
- Literature selections written in Italian
- Manipulatives
- *CultureGrams*, hard copy & online database

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Group discussion
- Projects (i.e. travel)
- Oral presentations
- Field trips
- Reading assignments
- Video with follow-up discussion
- Speakers with expertise on specific subjects
- Classroom discussion
- Games (Italian trivia, board games, Jeopardy, Concentration)

- Role-play a conversation in Italian with an important historical figure

**SUGGESTED ASSESSMENT METHODS**

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

