

WORLD LANGUAGE DEPARTMENT

ITALIAN I H: COURSE #526

Contact Information

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The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national Standards for Foreign Language Learning.

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

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Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: None

Background to the Curriculum

The “Oggi in Italia” Houghton Mifflin program was adopted and phased in starting in September 2006.

The Italian I curriculum is aligned to national and state standards.

For more information, contact the department chair as indicated on the A.B.R.H.S. World Language website.

Core Topics/Questions/Concepts/Skills

Vocabulary for Communication: greet others and say good-bye (or take leave) using the appropriate level of formality; express how your feeling; express what you like; talk about some classes and people; give some street addresses and zip codes; describe yourself and others by age and place of origin; talk about likes and dislikes; make negative statements; indicate possession (of basic objects); give some personal information; tell time (and tell at what time events take place); talk about course subjects; express possession; talk about leisure time; make plans to do something; express wants and needs; specify locations; order a snack at a restaurant; talk about and make plans for specific days of the week and times of day; accept and refuse invitations; talk about a variety of activities; talk about costumes and costume parties; describe people, places, and things, express preferences, talk about where you and others are going; describe past actions and events; talk about vacations and vacation plans; express dates; tell when past actions took place; describe your daily routine and ask others about their routines; inquire about and express prices; talk about food, food preferences and quantities; make requests and suggestions; give orders and advice; express wants and obligations; describe and talk about family; describe the weather; describe your past; tell how often you do certain activities

Structure for communication: the Italian alphabet; the sounds of vowels; numbers 0-100,00; personal pronouns; present tense of the verbs essere and avere; gender and number of nouns; the indefinite article; making nouns plural; the definite article; possessive adjectives; present tense of –are, -ere, and –ire verbs; the combination of prepositions and definite articles; c’è, ci sono, ecco; formulating questions; irregular verbs dare, stare, fare, dovere, potere, volere, andare, venire, bere, dire, uscire; word order in a sentence or question; the simple past tense; irregular participles; reflexive verbs; informal commands; the partitive with di; direct object pronouns; demonstrative adjectives and pronouns; the imperfect tense; negative expressions; personal pronouns

Culture for Communication: select topics and vocabulary related to the cultures of Italy. Other topics include common Italian geography, Italian names, levels of formality, the Italian school system, Italian cafès, where to do shopping, young Italians, the (open-air) markets, Italian family life, studying overseas

Skills for Communication: reading, writing, listening and speaking

Note: Students enrolled in the Italian course for Honors credit will have a supplementary reader along with quizzes that include Italian vocabulary and structure in more depth. These students will also have supplementary grammar assignments and will be held to different expectations in their performance throughout the course.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<i>By the end of the course, successful Italian I H students will:</i>	
1) Communicate through reading, writing, listening and speaking at the appropriate level of proficiency.	1, 2, 3
2) Incorporate the afore-mentioned vocabulary and structures in their communication.	1, 2, 3
3) Compare and contrast this vocabulary and these structures with those of the English language.	5
4) Demonstrate an understanding and appreciation of the cultures of the Italian regions studied.	4
5) Be able to compare and contrast these cultures with their own.	6
6) Be able to make connections to other disciplines, specifically science, English, social studies, history, art and music.	7
7) Have had opportunities to communicate with speakers of Italian.	8
8) Have used the technology of the language lab and computer labs to practice their language skills, to view and hear Italian language media, and to access authentic material from the Italian world.	1 – 8

Assessment

Assessment is an integral part of World Language instruction and learning. At a minimum, students are given four major assessments per term, one of which measures the students' speaking proficiency. When feasible, this assessment is administered in the language laboratory. Modern language students are assessed in a variety of ways: written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. When appropriate, students are encouraged to incorporate technology in their written assignments, projects and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the target language individually, in pairs, and in group work. In addition, all modern language students are encouraged to access the language laboratory for individual practice. The final examination evaluates the four major modern language skills: reading, writing, listening and speaking.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none">1) Students will use software in the classroom and the computer lab to practice verb tenses, moods, vocabulary and spontaneous reactive communication in oral and written form.2) Students will use the technologies of the language lab (digital audio, digital video, DVD, laser disk, VID) to practice language skills.3) Students will use the technologies of the language lab to make presentations in Italian.4) Students will use the Internet to prepare class projects and to access online learning activities available through the publisher.5) Students will use online resources to access information from and about the Italian world for class use.6) Student will create multimedia presentations in Italian.	

Materials and Resources

Print

- Merlonghi, Merlonghi, Tursi, O'Connor. Oggi in Italia *Textbook and ancillaries* (Preliminary lesson – Chapter 10). Boston, Massachusetts: Houghton Mifflin, 2007.
- Italian First Year Workbook. New York, N.Y., Amsco

Other audio/video resources

- Merlonghi, Merlonghi, Tursi, O'Connor. Oggi in Italia Audio program component. Boston, Massachusetts, Houghton Mifflin, 2007.
- Merlonghi, Merlonghi, Tursi, O'Connor. Oggi in Italia Video program component. Boston, Massachusetts, Houghton Mifflin, 2007.