

WORLD LANGUAGE DEPARTMENT

ITALIAN II AE: COURSE #528

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: 70+ average in Italian I

Background to the Curriculum

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

The Italian II 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: Talking about cinema, fashion, clothing; describe movies; describe the color, size, and fabric of clothing; narrate and describe events in the past; talk about people and places you know and what you know how to do; make plans for recreation; refer to parts of the body; express likes and dislikes; make polite requests and commands; talk about sports; express preferences related to sports; talk about future plans and actions; express probability in the future; discuss past events; talk about meals and celebrations; express wants and wishes politely; talk about what you do in different situations; discuss renting an apartment, its location, and cost; compare people, places, and things; describe rooms and their furnishings; express desire, demands, and hopes; report on and react to news; name and locate European countries and capitals; express hopes, wants, demands, and opinions; give advice; talk about politics; discuss various kinds of music; express personal preferences; express emotions, doubts, and beliefs about events in the present and the past; express opinions about past events; talk about job prospects and qualifications; express emotions, thoughts, and opinions about the past; describe hypothetical situations; talk about advantages and disadvantages of city living; discuss environmental problems; talk about means of transportation; talk about what you were/are doing; express when, where, how, and how frequently actions occur

Structure for Communication: contrast between the imperfect and the passato prossimo; plural forms of certain nouns and adjectives; differentiate between the verbs sapere and conoscere; indirect object pronouns; various constructions with the verb piacere; reflexive verbs with reciprocal significance; simple future tense; the trapassato prossimo; the pronoun ne and the adverb ci; the conditional tense; combined pronouns; relative pronouns che and cui; comparatives of equality; comparatives of inequality; present subjunctive of regular and irregular verbs; the superlative; imperfect subjunctive; trapassato of the subjunctive; past conditional tense; progressive tense; adverbs of time, place, method, and quantity; verbs that require a preposition

Culture for Communication: select topics and vocabulary related to the cultures of Italy. Other topics include Italian cinema, sports in Italy, Italian gastronomy, Italian news and media, the Italian political system, Italian music and youth, young Italians and work, the traffic and atmosphere in Italian cities

Skills for Communication: reading, writing, listening, and speaking

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 - 18). Boston, Massachusetts: Houghton Mifflin, 2007.
- Italian First Year Workbook. New York, N.Y., Amsco
- Costantino/Wald. Avventure in Città Reader. Boston, Massachusetts, Houghton Mifflin, 1973.

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.