Glendale Unified School District

Middle and High School

June 2, 2020

Department:	World Languages and Cultures
Course Title:	Italian Language and Culture 1-2
Course Code:	8304D/8305D
Grade Level(s):	8-12
School(s) Course Offered:	Toll Middle School, Hoover High School
UC/CSU Approved (Y/N, Subject):	Language Other than English ("e")/LOTE Level 3 Italian
Course Credits:	10
Recommended Prerequisite:	Middle School: A or B in English course High School: none

Recommended Textbook:

Name	Price/ISBN
Sentieri By Julia Cozzarelli for both grades	Textbook ISBN: 978-1-62680-802-7
Sentieri Student Manual By Julia Cozzarelli for both grades	Workbook ISBN: 978-1605761718
Via Del Corso A1: Corso di Italiano per Stranieri By Telis Martin and Pierangela Diadori	ISBN: 978-88-98433-65-0
Scriviamo Insieme! 1 By Anna Moni and Maria Angela Rapacciuolo	ISBN: 978-88-9843-312-4
Perfetto! Esercizi di grammatica italiana By Gennaro Falcone and Tina Zogopoulou	ISBN: 9786188-273863

Course Overview: Italian Language and Culture 1-2 is an introductory course meant to provide a foundation for novice-level reading, writing, listening, and speaking skills. The three modes of communication standards (interpersonal, interpretive, and presentational) outlined by the World-Readiness Standards for Learning Languages will be addressed to build knowledge and purpose for effective communication at the novice proficiency level. Thematic units that draw from Italian literature, history, culture and the arts will also be interwoven into language study. The students will develop an understanding of the features of the target culture community including its geography and societal practices. Units of study will highlight Italian food, traditional arts, music, holidays, and customs. Students will learn to comprehend and express themselves in spoken and written Italian. Students will be encouraged to converse in Italian in class and will read selected passages from Italian texts.

Assessments:

Various formative and summative assessments will be conducted throughout the course. Some of the assessment tools will be:

1. Unit tests measuring listening, reading, speaking, and writing proficiency
2. Quizzes measuring grammar, expressions, vocabulary, and reading comprehension
3. Homework assignments that reinforce skills taught in class
4. Individual and group presentations that measure listening and speaking skills that could be recorded or done in class
5. Listening comprehension quizzes
6. Writing assignments on topics and texts based on the units of study
7. Projects that are accompanied by a clear set of objectives on rubrics

Unit 1: **Hello, How Are You?**   (*6-8 weeks*)

STANDARDS
CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How do I introduce myself to others?

Students learn about the basic ways to greeting each other and make introductions. Students will understand how to use expressions of courtesy in conversation. Within the unit, students will be able to talk about classes and their schedules in high school and university.

Sample Assignment: Students will record their voices introducing themselves to peers using expressions in everyday conversation. Students will be asked to rehearse multiple times before submitting their voice recordings. Peers will listen to the recording and state what went well and suggest what is needed to improve. Teacher will review and provide suggestions to improve sentence structure, pronunciation, and/or intonation. Students will submit a digital voice recording for final evaluation.

Unit 2: **Leisure Time** *(6-8 weeks)*

STANDARDS
CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How do you spend your free time depending on the season of the year?

Students will learn about different pastimes and recreational activities. They will be introduced to sports and other ways people interact socially. Students will also understand the climate of Italy and the types of activities that happen throughout the year in addition to the geographical landscape of its different regions.

Sample Assignment: Student groups will create a survey about the activities certain groups of students like to do on the weekends or on vacation. Groups will present on which activity may be recommended for particular seasons and give reasons why.

Unit 3: **Family and Friends** *(6-8 weeks)*

STANDARDS
CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: Who is in your family? How would you describe them?

Students will learn names of family members such as grandparents, uncles and aunts, and siblings, as well as, learn adjectives to describe people and the names of professions one can have. Students will understand what the typical Italian family is like and what celebrations they share together. Friend relationships and marriage traditions will also be introduced.

Sample Assignment: Students will create a family tree and write brief descriptions about each key member. They will write about traditions that their family celebrates compared to Italian holidays and customs.

Unit 4: **Technology and Fashion**   *(6-8 weeks)*

STANDARDS
CCSS: RL 4, RI 4, W 2d, W 6, W 7, SL 1, SL 4, L 1, L 2, L 4, L 6

Essential Question: How do we use technology to communicate, to find information, to plan a trip, or to shop? How has Italian fashion made a global impact?

In this unit, students will be introduced to vocabulary that encompasses how people communicate in the 21st century. They will learn about the role of social media in Italy and around the world. Additionally, students will learn about Italy's fashion industry and how it contributes significantly to their economy and in the field of design.

Sample Assignment: Students will be given character and scenario cards that will prompt them to shop for clothing and accessory items online. They will be asked to describe what they are purchasing for their specific purpose and will present their choices to the class.