

Glendale Unified School District

High School

June 4, 2018

Department: Foreign Language

Course Title: Italian Language and Culture 5-6

Course Code: 8308D/8309D

Grade Level(s): 9-12

School(s)
Course Offered: Hoover High School

UC/CSU Approved
(Y/N, Subject): Language Other than English ("e")/LOTE Level 3 Italian

Course Credits: 10

Recommended
Prerequisite: Participation in the FLAG Middle School Program with a C or higher
Italian Language and Culture 1-2 with a C or higher
Italian Language and Culture 3-4 with a C or higher
Other fluent bilingual and biliterate students may also be admitted upon
assessment and recommendation made by teacher

Recommended
Textbook: Sentieri: Attraverso l'Italia Contemporanea, ISBN: 9781626808058
A Tutto Tondo, Level 1 and 2, ISBN: Level 1: 9788842651635,
Level 2: 9788842651680
Le Strade delle Parole, ISBN: 9788842693321
Italian Grammar Drills, ISBN: 71789677

Course Overview: Italian Language and Culture 5-6 utilizes thematic units from Italian literature, history, culture and the arts. The students develop an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social and political), demonstrating knowledge and understanding of content across disciplines. Students will

increase their ability to comprehend and express themselves in spoken and written Italian. Students will be required to communicate in Italian in a variety of situations and will read selected Italian texts from authentic materials. The course will be conducted entirely in Italian.

Assessments: Various formative and summative assessments will be conducted throughout the course. Projects will be accompanied by an outline of objectives, instructions, and a rubric listing a criteria of expectations. Some of the assessment tools will be:

1. Unit tests measuring listening, reading, and writing proficiency
2. Oral Exams conducted once a quarter based on a reflective analysis of students' own work
3. Quizzes measuring grammar, expressions, vocabulary, and reading comprehension
4. Homework assignments that reinforce skills taught in class
5. Interviews and presentations that measure listening and speaking skills that could be recorded or done in class
6. Writing assignments on topics and texts based on the units of study
7. International assessments, if applicable (CILS, AAPPL)
8. Sections from previous Advanced Placement exams

First Semester-Course Content

Unit 1: Talents, Passions, and Life Choices

(4-6 weeks)

STANDARDS

CCSS - RL 4, RL 6, RL 7, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question - What are my skills and interests?

Students will gain an understanding of important Italian figures through autobiographical and biographical texts. Students will explore how self-awareness is essential to finding one's purpose and mission in life.

Sample Assignment: Students will write an autobiographical essay describing their interests and what field of study they want to pursue based on those interests. Students would present their autobiographies in class or through a recorded format such as a video.

Unit 2: Self and the World

(4-6 weeks)

STANDARDS

CCSS - RL 6, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question - How do I respond to my changing life circumstances in the world in which I live?

Students will get to know oneself and how to make positive choices through challenging circumstances in life. By reading literature with strong protagonists who have overcome difficulties, students will gain an understanding about how trials define and refine who they are.

Sample Assignment: Students will be given situation cards in small groups. They will need to work collaboratively on how to respond to the situation and communicate their solution. They will also reflect on how the situation and solution could be applied to their own life circumstances.

Unit 3: **An Exploration of an Italian Novel**

(4-6 weeks)

STANDARDS

CCSS - RL 6, RL 2, RI 4, RI 6, W 1, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question - How does an author transmit culture through his/her writing?

Students will read and analyze an authentic Italian novel while identifying the main ideas while developing a deeper understanding of Italian culture. Students will discuss and explain the literature to others as well as their thoughts on the subject. Students will also justify their thoughts by using evidence from the text and their life experience.

Sample Assignment: Students will choose a part of the novel that they feel portrays Italian culture and present the information in spoken and written forms.

Second Semester-Course Content

Unit 4- **Mother Earth**

(4-6 weeks)

CCSS - RL 6, RI 1, RI 4, RI 6, W 1, W 2, W 4, W 6, W 7, SL 1, SL 5, L 1, L 2, L 4, L 6

Essential Question - How are citizens in countries responsible for maintaining a balance between preserving their resources and supporting economic growth?

Students will gain an understanding of ecosystems and the effects of human interference on the environment in Italy and other regions of the world. Students will explore the development

and protection of natural resources that a country would rely on for their industries and economy.

Sample Assignment: Students will research a current area of environmental concern and explain a plan of action to address the situation via an expository essay and present a Public Service Announcement on the topic.

Unit 5- **Living in Verses**

(4-6 weeks)

STANDARDS

CCSS - RL 7, RL 6, RI 1, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question - How does poetry and music illicit feelings and emotions based on real-life circumstances?

Students will be able to identify the structure of poetic texts and identify different techniques used in poetry. Students will also be able to characterize elements of poetry and musical lyrics written by poets and singer-songwriters. Students will be able to apply the techniques acquired in this unit of study to create their own poems or songs.

Sample Assignment: Students will create and present original poetry and or music while incorporating poetic techniques such as rhyme, alliteration, onomatopoeia, simile, metaphor, hyperbole.

Unit 6: **Italian Contributions on a Global Scale**

(4-6 weeks)

STANDARDS

CCSS - RL 6, RI 1, RI 4, RI 6, W 4, SL 1, L 1, L 2, L 4, L 6

Essential Question - How have contributions of Italians impacted the human experience?

Students will explore how Italians have made significant progress and impact in various fields such as science, technology, art, music, and fashion. They will gain an understanding of the prevalence of Italian language and culture through these contributions.

Sample Assignment: Students will read and examine biographies, authentic artifacts and advertisements for products from Italy and critically analyze how culture has been transmitted through those mediums.