

## Advanced Italian III Syllabus

### Course Description

Italian III prepares students to communicate effectively in a variety of situations, using increasingly complex vocabulary and grammatical structures. Equal emphasis is placed on the skills of listening, reading, writing, speaking, and risk-taking to develop confidence with the language. Italian III coursework continues to emphasize the importance of cultural competence and understanding so that students may interact with and within other cultures to form relationships and learn more about the world around them. In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to be inspired learners rooted in effective communication, critical thinking, and problem solving skills. Through our study of cultures and traditions, students are also encouraged to be faithful citizens based on respect for others, exuding character and integrity, and valuing the uniqueness of every human being.

The Holy Cross World Language Department uses ACTFL guidelines to prepare curriculum and measure students' growth. Italian III is taught at the ACTFL Intermediate Level. Please see the end of this document for more details about ACTFL levels. The pace of conversation, the in-depth study of specific grammatical structures, the complexity of assignments and assessments, and the level of independence required to complete learning activities is amplified at this level.

### Essential Questions for the Course

Language:

- How does language shape my identity?
- How does my language affect how others relate to me?
- How can I enhance my connections with people through language?
- How will learning a new language help me to become an active global citizen?
- Why is precise language important in all aspects of life?
- How will language acquisition affect my professional life in the future?
- Why does language change in different situations?

Culture:

- How do cultural practices help shape identity?
- How are traditional practices reflected in our modern lifestyle?
- How are we transformed by our study of other cultures?
- How can I enhance my connections with people through language and common interests?
- How can I become a global citizen using ethical principles?
- How can I make sound decisions to affect the sustainability of communities in the future?

## Course Curriculum

### Preliminary Unit: ¡Buon ritorno in Italia!

Pacing 3 -4 weeks

#### Focus Questions for Self-Reflection:

- In which vocabulary theme are you most and least proficient?
- In which grammar points are you most and least proficient?
- What cultural traditions did you find most interesting in Italian II and why?

#### Concepts/Skills:

##### Vocabulary and Grammar:

- Review vocabulary words including idiomatic and culturally authentic expressions based on the thematic topics from Italian II.
- Read and comprehend selected authentic sources in Italian appropriate for the Intermediate Level. Listen and comprehend authentic audio recordings.
- Produce brief creative writings using the vocabulary and structures taught in Italian I and II.

##### Communication:

- Conduct short research to answer foundational questions about Italian culture and festivals.
- Discuss the language-focused essential questions. (This activity is used throughout the course.)

##### Intercultural Focus:

- Explore the cultural aspects of architecture and dwellings in Italy and in our own community (i.e. Basilica of the Immaculate Conception). Share and discuss observations.

#### Assessments:

- Conversational interview. (Interpersonal Speaking)
- Research and present information focused on the products, practices, and perspectives of *Scusate se esisto!* - Do you see me? (Presentational Speaking)

### Unit 1: La Sardegna

Pacing: 9 - 10 weeks

#### Focus Questions:

- What is unique about your daily routine?
- Why do different cultures have different views of beauty?
- What is the most important room in a house? Why?
- Why is Sardegna different from the other Italian regions?
- Discuss the proverb: <<Chi si loda s'imbroda>> - "Self-praise is no recommendation."

#### Concepts/Skills:

##### Vocabulary and Grammar:

- Learn and apply vocabulary in context:
  - Types of dwellings
  - Rooms of a house and furniture
  - Objects used for daily routines; beauty products
  - Body parts

- Learn and apply grammar in context:
  - Identify and conjugate reflexive verbs in the present and present perfect tenses
  - Recognize and utilize the reciprocal constructions of reflexive verbs

#### Communication:

- Engage in basic conversation about daily routines, morning and daily activities using the vocabulary of the unit.
- Ask and answer basic questions about specific personal hygiene items Americans own.
- Engage in basic conversation both scripted and spontaneous about your beauty routine as compared to Italian beauty routines.
- Describe a home using vocabulary and grammatical structures of the unit; create original statements.
- Read and respond to short texts in the target language; craft an email using the vocabulary of the unit.

#### Intercultural Focus: La Sardegna

- Locate and discuss important characteristics of the Sardegna region.
- Identify and discuss famous Sardinians.
- Identify cultural products of Sardegna: *I nuraghi* - ancient tower constructions
- Identify cultural perspectives of Sardegna by reading a selection by Sardinian author "Grazia Deledda".

#### **Assessments:**

- Listen to and interpret introductory conversations between native Italian speakers focused on daily routines. (Interpretive Listening)
- Engage in scripted and then original conversation focused on describing homes, rooms in homes, and other objects contained in rooms. (Interpersonal speaking)
- Read and respond to a basic email in the target language. (Interpretive Reading)
- Complete written assessments (vocabulary, grammar, short responses) that monitor learning of the content and skills taught in the unit.

#### **Unit 2: Il trentino-Alto Adige / Il Friuli-Venezia Giulia**

**Pacing: 9 - 10 weeks**

#### **Focus Questions:**

- What is the difference between a formal and informal command in English?
- Why is food so important in many cultures?
- How often does your entire family dine together?
- Why would you visit the regions of Trentino-Alto Adige and Friuli-Venezia Giulia?
- Discuss the proverb: <<È buona forchetta!>> "He/She is a hearty eater".

## **Concepts/Skills:**

### Vocabulary and Grammar:

- Learn and apply vocabulary in context:
  - Table and table settings
  - Grocery lists and stores
  - Meals, drinks, and adjectives to describe food
  
- Learn and apply grammar in context:
  - Form and utilize regular and irregular imperative verbs
  - Use of reflexive verbs with imperatives
  - Use direct object pronouns with imperatives
  - Use of indirect object pronouns
  - Use of adverbs

### Communication:

- Ask and answer questions about activities that someone *has to do*.
- Engage in scripted and spontaneous conversation about food vendors, favorite food, who cooks in the family and what items they make, and table settings that are needed to create an Italian lunch. Use the vocabulary and grammar taught in the unit.
- Accurately form commands, instructions, suggestions, or directions during conversations.
- Using vocabulary from the unit, engage in basic conversation about the specialties and characteristics of Il trentino-Alto Adige / Il Friuli-Venezia Giulia.

### Intercultural Focus: Il trentino-Alto Adige / Il Friuli-Venezia Giulia

- Examine and discuss how geography shapes the cultural practices, perspectives, and products of the northern regions of Il trentino-Alto Adige / Il Friuli-Venezia Giulia.
- Discover and engage in conversation about why the regions of Il trentino-Alto Adige / Il Friuli-Venezia Giulia are important for their northern location and bordering countries.
- Explore aspects of their food and how the production of food and wine products defines identity.
- Discuss famous “trentini” and “friulani” and the contributions they have made in society.

### **Assessments:**

- Listen and interpret commands to set a table properly. (Interpretive Listening)
- Listen to a conversation between two cooks and place their instructions in order as indicated by the recipe given. (Interpretive listening)
- Read a menu of an authentic Italian restaurant and its reviews to decide what meal you want to eat. (Interpretive reading)
- Complete written assessments that monitor learning of content and skills taught in the unit.

### Unit 3: Le Marche

Pacing: 9 - 10 weeks

#### Focus Questions:

- What is one childhood memory that you would share with your classmates?
- What aspect of nature or the environment interests you and why?
- Why is the Le Marche region unique?
- Discuss the proverb: <<Cicco non era nato e Giovanni si chiamava.>> "Don't cross your bridges before you reach them".

#### Concepts/Skills:

##### Vocabulary and Grammar:

- Learn and apply vocabulary in context:
  - Nature
  - Environment
- Learn and apply grammar in context:
  - Form and utilize the imperfect tense.
  - Distinguish when to use the imperfect and present perfect tenses.

##### Communication:

- Apply the vocabulary and grammatical structures of this unit and previous units to retell a story in the past with repeated actions.
- Read short passages and watch short videos spoken in Italian; interpret and comment on what is read/heard.
- Write descriptive texts and share information using an integrated multimedia approach.
- Discuss how one's views about nature impact their decisions about tourism activities and perspectives on identity.

##### Intercultural Focus: *Le Marche*

- Discover ways the region of Le Marche is important for its history, cities, products and practices.
- Discuss the importance of the enclave San Marino within the territory of Le Marche.
- Explore churches, museums, and monuments of Le Marche, with particular emphasis on the importance of the contribution to the Italian Renaissance.
- Discuss famous people "marchegiani" and the contributions they have made in society.
- Analyze how geography shapes the cultural practices, perspectives, and products of Le Marche.

#### Assessments:

- Listen to native Italian conversations about film, concerts, and places to visit in Le Marche. Respond to/expand upon the information from the conversations. (Interpretive Listening)
- Write a descriptive essay about outdoor activities you used to do and places of nature you used to visit when you were younger. (Presentational Writing)
- Create an audiovisual presentation to illustrate/describe the information from the descriptive essay. (Presentational Speaking)
- Complete written assessments that monitor learning of the content and skills taught to date.

## Unit 4: La Puglia

Pacing: 9-10 weeks

### Focus Questions:

- What would your life be like without social media?
- Who is the most important person in your life? Why?
- What is the characteristic shape of the Puglia region?
- Discuss the proverb: <<Nessuno ti dice lavati il viso per sembrare più bello di me.>> "Do your own thing well."

### Concepts/Skills:

#### Vocabulary and Grammar:

- Learn and apply vocabulary in context:
  - Technology
  - Social media
  - Italian Text-messaging shortcuts
- Learn and apply grammar in context:
  - Utilize the verb "to like"; "to be pleasing" (*piacere*) in the present and present perfect tenses.
  - Recognize and utilize indirect object pronouns
  - Form comparisons of equality.
  - Form the comparative and superlative degrees.

#### Communication:

- Retell stories and events or express past actions you used to like.
- Reduce redundancy in speech by using indirect object pronouns.
- Ask and answer questions about one's use of technology in everyday life.
- Compare use of technology, social media, and other devices/conveniences using comparatives and superlatives.

#### Intercultural Focus: La Puglia

- Discover ways that the region of Puglia is important for its history, cities, products and practices. Research churches, museums, and monuments of Puglia.
- Discuss famous people from Puglia and the contributions they have made in society.
- Explore how geography shapes the cultural practices, perspectives, and products of Puglia.

### Assessments:

- Listen to and comment on the conversations of native Italian speakers focused on technology and social media. (Interpretive Listening)
- Write a descriptive essay to compare the qualities among two or more social media sites. (Presentational Writing)
- Complete written assessments that monitor learning of the content and skills taught to date.

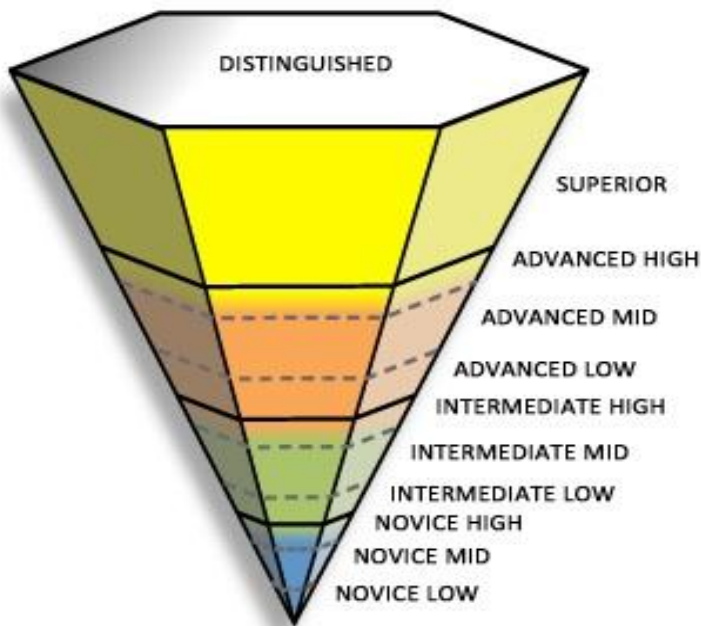
## Resources

- *Chiarissimo Due* by Bruna Petrarca Boyle, John Giovanelli, Wayside Publishing, Chiarissimo Due. 2016
- [Learning Site – Wayside Publishing](#)
- [www.wordreference.com](http://www.wordreference.com)
- Supplementary enrichment material

## Grading

Listening	20%
Reading	20%
Writing/Vocabulary & Grammar	20%
Speaking	20%
Culture & Participation	20%

## ACTFL Proficiency Guideline which is used by the World Language Department



The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.