

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

Course Title: Foreign Language - Level III (<i>Italian</i>) #433	
Rationale: Italian I and II are currently being offered. The language problem can be extended for students who want to pursue a more in depth study of Italian language, culture and literature by offering an Italian III and an Italian IV course.	
Course Description: An emphasis on Italian culture, social issues, political issues, and history will be the underlining basis of teaching this advanced Italian language course. Students will use Italian themes and issues to continue learning language usage, grammar, and structure. This course includes a review of previously learned Italian language grammar and in depth instruction of verb tenses and complicated verb conjugations. Further development of listening and speaking skills through oral improvisations and prepared speeches. Further development of Italian reading and writing skills through interpretation of history and popular literature.	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) –	
Length of Course:	One Year
Grade Level:	9 - 12
Credit: X Number of units: 5 credits/semester X Meets graduation requirements X Request for UC "a-f" requirements X College Prep X Elective <input type="checkbox"/> Vocational	
Prerequisites:	Italian I and II or Language proficiency
Department(s):	Foreign Language
District Sites:	Union Mine High School
Board of Trustees Adoption Date:	January 22, 2002
Textbook(s)/Instructional Materials:	TBA. See attached activities list of supplemental materials for history and literature
Date Adopted by the Board of Trustees:	

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course Title: Foreign Language - Level III (Italian)

TABLE OF CONTENTS

<u>UNIT</u>	<u>UNIT TITLE</u>	<u>PAGE</u>
UNIT 1:	Information Gathering Relating to Present, Past, and Future Events	3
UNIT 2:	Opinions, Hopes, Desires (Expression)	7
UNIT 3:	Reactions to literature and music	8
UNIT 4:	Goals, Career Plans and Problem-Solving in Hypothetical Situations	9
	Standards for Level III Course of Study	10

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Foreign Language
 Course Title: Foreign Language - Level III (Italian)

UNIT #1: Information Gathering Relating to Present, Past, and Future Events

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
<ul style="list-style-type: none"> • Discuss orally or in writing, current or past events that are of significance in the target culture or that are being studied in another subject 	<ul style="list-style-type: none"> • Review of the past tenses by discussing the Italian cultural work ethics; including the roll of women and men in the workplace and siesta culture • Discuss current and past events of the Italian Parliamentary system of government and its current leaders 	1
<ul style="list-style-type: none"> • Develop and propose solutions to issues and problems that are of concern to members of their own and to the target cultures through group work 	<ul style="list-style-type: none"> • Discussing solutions to political instability and reoccurring economic slowdowns • Make a map of Italy defining the regions and the economic productivity of each region, students will compare the 	1
<ul style="list-style-type: none"> • Demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target culture or that are being studied in another class 	<ul style="list-style-type: none"> • Listening to and viewing of audio and video presentations of current or past socially important events in Italian history • Creating an Italian history portfolio. Each month will have a different historic item starting with the Roman Republic and ending with post World War II Italy • Preparing of authentic food via presentation and discussion of Italy 	2

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
<p>The student will:</p> <ul style="list-style-type: none"> Learn about and participate in age-appropriate cultural practices, such as games, sports and entertainment 	<ul style="list-style-type: none"> Studying international sporting events Viewing various genres of Italian films Email Italian high school student to discuss modern music, fashion, and entertainment 	4
<ul style="list-style-type: none"> Identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied 	<ul style="list-style-type: none"> Hand gestures Flattering and teasing Students will assimilate Italian games and jokes from the works of Scherzi e Giochi and present them to each other and analyze the similarities and differences between Italian humor and American Humor 	4
<ul style="list-style-type: none"> Identify, examine, and discuss connections between cultural perspectives and socially approved behavioral problems 	<ul style="list-style-type: none"> Showing and responding to hospitality Expressing indifference or disagreement Creating comic strip scenarios of interacting with Italians at a party or celebration. In groups, students will simulate the stages of inviting, accepting, attending, comportment during the party, leaving and thanking 	4
<ul style="list-style-type: none"> Explore and describe the relationships among the products, practices, and perspectives of the culture 	<ul style="list-style-type: none"> Creation of an advertisement for fashion magazine Studying of festivals; pairs of students will take individual towns and present to the class what special days and festivals they have (Venice, Rome, Siena, Ravenna) 	5

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
<p>The student will:</p> <ul style="list-style-type: none"> • Discuss topics from other school subjects in the target language, including political and historical concepts, world-wide health issues, and environmental concerns to demonstrate understanding of the topics 	<ul style="list-style-type: none"> • Learning about careers and education • Create a fable which has a moral • Find out about animals and reflect this in a student-generated movie scene • Students participate in a Web Quest that concerns the organization and pros and cons of socialized medicine • Students will have a question and answer session with Italian students defining how education and higher education is conducted (from the application process to signing up for classes and exams.) 	6
<ul style="list-style-type: none"> • Demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to another 	<ul style="list-style-type: none"> • Practicing in written and oral script language in context rather than word by word translation • Practicing with partner intermediate level simultaneous translation 	8
<ul style="list-style-type: none"> • Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English and conjecture about how languages use forms to express time and tense relationships 	<ul style="list-style-type: none"> • Comparing the use of the past tenses • Using correctly the future tense in written and oral dialog • Contrasting simple and compound tenses in both the target language and English • Write a report on imaginary fashion in 2025 	8
<ul style="list-style-type: none"> • Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures organize information and view the world. 	<ul style="list-style-type: none"> • Read about Italian familial relationships • Using correct syntax, write a story explaining, in your opinion, how Italian family culture is different, easier, or more difficult than our community's perception of familial relationships 	8

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
<p>The student will:</p> <ul style="list-style-type: none"> Compare the writing system of the target language and their own. They also examine other writing systems and report about the nature of those writing systems. (e.g. logographic, syllabic, alphabetic). 	<ul style="list-style-type: none"> Reflecting the target language system, write a poem or song Compare selections from a modern Novel or Poem (i.e. Silvana Gondolfi's <i>Aldabra</i> to a love poem written by Petrarch in the 13th century about his beloved and Idealized Laura 	8
<ul style="list-style-type: none"> Compare nuances of meanings of words, idioms, and vocal inflections in the target language and their own. 	<ul style="list-style-type: none"> Listen to audio tape of various dialects and accents Read the folk tale and compare it to one in our own literary culture <i>il Passatore</i> (Romagna's <i>Robin Hood</i>) Read a movie script in the target language (Umberto Eco's <i>Nel Nome della Rosa</i>) 	9
<ul style="list-style-type: none"> Analyze the relationship of perspectives and practices in the target culture and compare and contrast these with their own. 	<ul style="list-style-type: none"> Study the Italian cartoon and famous animated characters and compare those of our own Comparison of driving practices and regulation 	9
<ul style="list-style-type: none"> Analyze the relationship between the products and perspectives in the cultures studied and compare and contract these with their own. 	<ul style="list-style-type: none"> Contrast American and Italian fad and fashion Research traditional and modern dress Stage a cooking show 	9
<ul style="list-style-type: none"> Read and/or use various media from the language and culture for entertainment or personal growth. 	<ul style="list-style-type: none"> View Italian films, both dubbed and sub-titled Research nominated Italian films and actors for academy awards Read fashion magazines and newspapers like <i>Moda</i>, <i>Corriere della Sera</i>, etc. Listen to music from Italy 	11

EL DORADO UNION HIGH SCHOOL DISTRICT
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 Course Title: Foreign Language - Level III (Italian)

UNIT #2: Opinions, Hopes, Desires (Expression)

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
<ul style="list-style-type: none"> • Exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues. 	<ul style="list-style-type: none"> • Use correctly the subjunctive mood • Students will read short stories from Luca Goldoni's <i>Vita da Bestie</i>. These stories are about animals and have an emotional impact. Students will react to each story by explaining what they would have done in the case of the protagonist (they are mostly positive stories) 	1
<ul style="list-style-type: none"> • Discuss topics from other school subjects in the target language, including political and historical concepts, world-wide health issues, and environment concerns to demonstrate understanding of the topics. 	<ul style="list-style-type: none"> • Learning about careers and education in the target language country • Write a brochure by the Italian Green party that addresses environmental and health hazards 	6

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

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 Course Title: Foreign Language - Level III (Italian)

UNIT #3: Reactions to literature and music

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
<ul style="list-style-type: none"> • Use a variety of sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or with which they have limited previous experience, and compare these to information obtained on the same topics written in English 	<ul style="list-style-type: none"> • Write a newspaper article for a sensationalistic paper • Expressing excitement • Expressing disappointment • Expressing disbelief 	7
<ul style="list-style-type: none"> • Establish and/or maintain interpersonal relations with speakers of the language 	<ul style="list-style-type: none"> • Write frequently to a Italian class via email and WebBoard 	11
<ul style="list-style-type: none"> • Students will read passages from an Italian literature compare their lives to the lives of the protagonist 	<ul style="list-style-type: none"> • After reading either excerpts or the entire work of <i>Il Fu Mattia Pascal</i> by Luigi Pirandello (or similar work by another author), students will analyze the character and compare their view of life with the books protagonist 	2, 5
<ul style="list-style-type: none"> • Listen to music, sing songs, or play musical instruments from the target culture 	<ul style="list-style-type: none"> • Listen to CD and audiotape from Italy, learn to sing and recite lyrics 	2

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Educational Services

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UNIT #4: Goals, Career Plans and Problem-Solving in Hypothetical Situations

OBJECTIVES	SUGGESTED ACTIVITIES	STANDARD
The student will:		
<ul style="list-style-type: none"> • Write a letter or an article for a student-target publication describing and analyzing an issue 	<ul style="list-style-type: none"> • Write about current issues facing Italian teen and young adults regarding education, job, and housing issues 	3
<ul style="list-style-type: none"> • Discuss topics from other school subjects in the target language, including political and historical concepts, world-wide health issues, and environmental concerns to demonstrate understanding of the topics 	<ul style="list-style-type: none"> • Learning about careers and education 	6
<ul style="list-style-type: none"> • Use a variety of sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or with which they have limited previous experience, and compare these to information obtained on the same topics written in English 	<ul style="list-style-type: none"> • Write a newspaper article for a sensationalistic paper • Expressing excitement • Expressing disappointment • Expressing disbelief 	7
<ul style="list-style-type: none"> • Report on the relationship between word order and meaning and hypothesize on how this may or may not reflect the ways in which cultures, organize information and view the world 	<ul style="list-style-type: none"> • Read about brother/sister relationships in target countries • Using correct syntax, write a story explaining, in your opinion, how people act towards one another 	8
<ul style="list-style-type: none"> • Hypothesize about the origins of idioms as reflections of culture, citing examples from the language and cultures being studied and their own 	<ul style="list-style-type: none"> • List idioms comparing how each would be expressed in the Italian and English • Write a story incorporating as many idioms as possible 	9

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Standards for Level III Course of Study

- Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 2: Students understand and interpret written and spoken language on a variety of topics
- Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
- Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language
- Standard 7: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures
- Standard 8: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own
- Standard 9: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own
- Standard 10: Students use the language both within and beyond the school setting
- Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
- Standard 12: Students engage in the activities which prepare them to use the target language to achieve career goals