

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

Course Title: Italian 4 (#434)	
Rationale:	
<ul style="list-style-type: none"> ▪ As citizens of a multilingual state with one of the world's largest economies, Californians need languages for business both within and beyond the state. Knowledge of other languages and cultures allows individuals, and thus our state, to function as part of an increasingly interdependent world in which the ability to communicate across cultures and languages and to work internationally is imperative. ▪ The ability to communicate in a second language enables students to build a foundation for interpersonal understanding and global awareness and to build an intellectual base for further studies. 	
Course Description:	
<p>Italian 4 continues to develop the four skills of communication (listening, speaking, reading and writing) and to deepen knowledge of cultures of the Italian-speaking world. Grammar from levels 1-3 is reviewed. Italian is the primary language of classroom communication and instruction.</p> <p>Students are provided language-use activities that enable them to:</p> <ol style="list-style-type: none"> 1. function in informal and most formal settings (contexts); 2. (a.) understand the main ideas and supporting details in concrete, factual and some abstract texts (oral/written) [receptive functions]; (b.) produce language beyond the paragraph; simple narration, description and explanation [productive functions]; 3. deal with topics related to the external environment [content]; 4. comprehend and product oral/written paragraphs and essays [text-types]; 5. comprehend and be understood by non-sympathetic natives [accuracy]. 	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) –	
Units of study parallel the national standards.	
Length of Course:	1 year
Grade Level:	11-12
Credit:	
<input type="checkbox"/> Number of units: 5 credits	5 per semester
<input type="checkbox"/> Meets graduation requirements	yes
<input type="checkbox"/> Request for UC "a-g" requirements	yes
<input type="checkbox"/> College Prep	yes
<input type="checkbox"/> Elective	no
<input type="checkbox"/> Vocational	
Prerequisites:	Grade of "C" or better in Italian 3; good study habits
Department(s):	Foreign Language
District Sites:	ORHS
Board of Trustees Adoption Date:	January 9, 2007
Textbook(s)/Instructional Materials:	<i>Oggi in Italia</i> , Merlonghi, Merlonghi, tursi, O'Connor, Houghton Mifflin Company, 1998, ISBN 0-395-85900-X
Date Adopted by the Board of Trustees:	

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Scaffolding of skill development—because language learning occurs along a continuum of skill acquisition (Listening, Speaking, Reading, and Writing), EDUHSD foreign language courses of study are organized to reflect this continuum. Consequently, the course of study for each of the four years must address the same domains, goals, and objectives as the preceding ones. This organization reflects the national standards for foreign languages. Each year’s course will build on the skills and concepts acquired in preceding years.

UNIT #1: Communication

GOAL: Continue to develop skills in receptive and productive communication.

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <p>1. Engage in basic conversations, provide and obtain information, express emotions, and exchange opinions, and communicate about present, past and future events (Interpersonal Communication).</p>	<ul style="list-style-type: none"> ▪ Question and answer response to storytelling ▪ Role-playing and dialogs ▪ Question and answer practice ▪ Interview and response ▪ Guided practice ▪ Tests & quizzes <p>Sample benchmarks:</p> <ul style="list-style-type: none"> - Teacher interview - Role-play - Fluency assessment
<p>2. Understand and interpret written and spoken language on a variety of topics in present, past and future contexts (Interpretive Communication).</p>	<ul style="list-style-type: none"> ▪ Total Physical Response (TPR) ▪ Teacher/student storytelling ▪ Guided grammar practice ▪ Verb conjugation/point of view change ▪ Reading activities ▪ Listening activities ▪ Story illustration ▪ Music ▪ White board activities ▪ Target language videos ▪ Guided practice ▪ Tests & quizzes <p>Sample benchmarks:</p> <ul style="list-style-type: none"> - Listening assessment - Reading assessment
<p>3. Present information, concepts and ideas to an audience of listeners and readers on a variety of topics in present, past and future contexts (Presentational Communication).</p>	<ul style="list-style-type: none"> ▪ Student storytelling ▪ Write paragraphs ▪ Oral presentations ▪ Prepared skills ▪ White board activities ▪ Guided practices ▪ Tests & quizzes <p>Sample benchmarks:</p> <ul style="list-style-type: none"> - Speaking assessment - Writing assessment

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UNIT # 2: Culture

GOAL: Demonstrate an understanding of the perspectives of target cultures.

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <p>1. Continue considering the relationships between the practices and products of cultures as they related to the perspectives of target cultures.</p>	<ul style="list-style-type: none"> ▪ Internet activities, i.e. virtual tours, research, etc. ▪ Videos ▪ Teacher lecture & class discussion ▪ Cultural Participation & Research (CPR) project ▪ Cultural activities, i.e. music, food, dance, theater, art, etc. ▪ Regalia and authentic materials ▪ Guest speakers ▪ Tests & quizzes <p>Sample benchmarks:</p> <ul style="list-style-type: none"> - CPR project - Cultural activity or research with student reflection

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UNIT # 3: Connections

GOAL: Make connections and acquire information through the target cultures and languages.

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <p>1. Enhance knowledge of other disciplines and recognize distinctive viewpoints only available through the target cultures.</p>	<ul style="list-style-type: none"> ▪ Map making ▪ Weather comparison chart ▪ Conversion of metric measurements, money ▪ CPR projects ▪ Art, music, dance projects ▪ Discussion and activities involving holiday traditions, history, cultural values, geography, topography, etc. ▪ Viewing of videos ▪ Guest/native speakers ▪ Tests & quizzes <p>Sample benchmarks:</p> <ul style="list-style-type: none"> - CPR project - Cultural activity or research with student reflection - Book report - ACCR write-up (Action-Connection-Comparison-Reflection)

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UNIT # 4: Comparisons

GOAL: Compare and contrast language and culture

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <p>1. Further explore the nature of language through comparisons of the target language and their own language.</p>	<ul style="list-style-type: none"> ▪ Discussion ▪ Identification of cognates ▪ Identification of common roots, affixes, etc. ▪ Comparison of syntax of both languages in selected sentences <p>Sample benchmarks:</p> <ul style="list-style-type: none"> - Student reflection
<p>2. Further explore the nature of culture through comparisons of the target culture and their own culture.</p>	<ul style="list-style-type: none"> ▪ CPR projects ▪ Internet activities, i.e. virtual tours, research, etc. ▪ Videos ▪ Venn diagrams ▪ Think-Pair-Share ▪ Quick Write ▪ Action-Connection-Comparison-Reflection (ACCR) write-up ▪ Skits ▪ Teacher lecture & class discussion ▪ Cultural activities, i.e. music, food, dance, theater, art, etc. ▪ Regalia and authentic materials ▪ Guest speakers <p>Sample benchmarks:</p> <ul style="list-style-type: none"> - CPR project - Cultural activity or research with student reflection - ACCR write-up (Action-Connection-Comparison-Reflection)

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UNIT # 5: Communities

GOAL: Participate in target language communities at home and around the world.

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p> <p>1. Use target language both within and beyond the school setting and for personal enjoyment and enrichment.</p>	<ul style="list-style-type: none"> ▪ Field trips ▪ CPR projects ▪ Guest speakers ▪ Attendance at performances in target language ▪ Visits to restaurants, museums, art galleries, cultural activities, stores, etc. ▪ Target language television programming, DVD, video, music, radio, etc. ▪ Interaction with native speakers ▪ Internet ▪ reading <p>Sample benchmarks:</p> <ul style="list-style-type: none"> - CPR project - Community observation or participation with student reflection - Personal use of language with student reflection