



ITALIAN ESSENTIAL CURRICULUM LEVEL I

Unit 1

Unit Overview *In this introductory unit, students communicate in Italian about greetings, classroom routines and objects, dates, and personal information.*



COMMUNICATION **Communicate in languages other than English.**

Interpersonal

Goal 1. The student will demonstrate the ability to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Objectives – The student will be able to:

- a. Respond to and initiate greetings and farewells.
- b. Follow the classroom routine in Italian.
- c. Recognize and pronounce the Italian alphabet, and use it to spell names.
- d. Identify people and objects in the classroom.
- e. Share personal information.
- f. Use the numbers 0 to 100 to count, find out and say phone numbers, and tell how many people or objects are in the room.
- g. Find out when something takes place and use the calendar to talk about dates.
- h. Express likes and dislikes about everyday activities.

Interpretive

Goal 2. The student will demonstrate the ability to interpret written and spoken language on a variety of topics.

Objectives – The student will be able to:

- a. Interpret spoken language on familiar topics by using strong visual and auditory support, including gestures and intonation.
- b. Comprehend simple daily conversations on familiar topics by using selected, age-appropriate authentic recordings, broadcasts, and videos.
- c. Determine meaning of words based on context cues, cognates, word derivatives, and use of other resources.
- d. Use before, during, and after strategies to gain comprehension of both written and spoken language.
- e. Interact with a variety of print and multimedia texts that are relevant to the unit's themes.

Presentational

Goal 3. The student will demonstrate the ability to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics including those studied in class and those further researched in or outside of class.

Objectives – The student will be able to:

- a. Apply the appropriate steps of the writing process by:
 - Using a variety of prewriting strategies.

- Selecting and organizing ideas for specific audiences and purposes.
 - Revising a piece of writing for clarity, completeness, and effectiveness.
 - Editing a revised draft for correctness of vocabulary selection, language structures, mechanics, and sentence structure, using print and non print resources
 - Publishing selected pieces by using electronic resources and graphics (e.g., drawings, charts, illustrations) to enhance the final product.
- b.** Deliver a formal oral presentation by:
- Using a variety of brainstorming strategies.
 - Selecting and organizing ideas for specific audiences and purposes.
 - Considering correctness of vocabulary selection, language structures, and sentence structure.
 - Using nonverbal behaviors such as eye contact and body language.
 - Using appropriate pronunciation, volume, rate, expression, and a variety of vocal inflections.
- c.** Compose oral and written discourse in a variety of formats.



CULTURE Gain knowledge and understanding of other cultures.

Goal 1. The student will demonstrate the ability to explain the relationship between the practices and perspectives of the culture studied.

Objectives – The student will be able to:

- a.** Use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions.
- b.** Recognize patterns of respect through language structures and interactions among individuals.
- c.** Observe, identify, and discuss simple patterns of behavior or interaction in various settings, such as school.
- d.** Compare how the United States perspective on friendship and sports is different from that of an Italian-speaking country.

Goal 2. The student will demonstrate the ability to explain the relationship between the products and perspectives of the culture studied.

Objectives – The student will be able to:

- a.** Identify and observe products of Italian-speaking cultures, such as the calendar.
- b.** Recognize common themes, ideas, or perspectives of groups of Italian speakers related to products of the culture, such as greetings.
- c.** Recognize the geography of Italy.
- d.** Experience products of Italian-speaking cultures, such as songs, dances, games, selections from children's literature, and works of art.



CONNECTIONS Connect with other disciplines and acquire information.

Goal 1. The student will demonstrate the ability to reinforce and further his or her knowledge of other disciplines through the foreign language.

Objectives – The student will be able to:

- a. Connect to language arts by spelling in Italian.
- b. Connect to language arts by recognizing cognates and using declarative and interrogative sentences, definite and indefinite articles, subject pronouns, nouns and adjectives.
- c. Connect to geography and history by reading about the heritage of Italy and other Italian-speaking communities of the world
- d. Connect to music by reading about and listening to the music of dances of Italy.

Goal 2. The student will demonstrate the ability to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Objectives – The student will be able to:

- a. Define a task and develop higher level/critical thinking questions following the first step of the Big 6™ process.
- b. Identify and examine the most appropriate resources, including those written for native speakers of Spanish:
 - Print resources (e.g. reference, books, periodicals)
 - Electronic resources (e.g. databases, websites, CD-ROMS)
 - Primary sources.
- c. Locate and access information resources.
- d. Extract relevant information from appropriate sources using a note -taking process (i.e., Three Across Notes and Two Across Notes).
- e. Organize information from multiple sources and prepare it for presentation:
 - Using authoritative citations.
 - Introducing graphic organizers.
- f. Evaluate the Big 6™ process.



COMPARISONS Develop insight into the nature of language and culture.

Goal 1. The student will demonstrate the ability to compare the nature of the language studied with his or her own.

Objectives – The student will be able to:

- a. Cite examples of Italian words that are used in English.
- b. Recognize cognates in order to enhance comprehension of spoken and written language.
- c. Recognize the existence of idiomatic expressions in both English and Italian.
- d. Recognize formal and informal language and use expressions of politeness in Italian.
- e. Recognize differences and similarities between the sound and writing systems of English and Italian.
- f. Examine structural elements of the Italian language, including number and gender, affirmative and negative sentences, subject pronouns, and comparable elements in English.

Goal 2. The student will demonstrate the ability to compare the concepts of the cultures studied with his or her own.

Objectives – The student will be able to:

- a. Recognize the differences and similarities in patterns of greeting and leave-taking among speakers of Italian and English.
- b. Compare and contrast names, greetings, and calendar in Italian-speaking cultures and the United States.



COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 1. The student will demonstrate the ability to use the language both within and beyond the school setting.

Objectives – The student will be able to:

- a. Discuss likes and dislikes with peers who are native speakers of Italian or are learning Italian.
- b. Read materials or use media from the Italian language and culture, such as, short videos about school routines and Italian-speaking teenagers, and Internet sites from schools in Italy.
- c. Listen to music, sing songs, or play games and sports from the Italian culture.
- d. Participate in club and classroom activities that serve to enrich the school or community through performances and presentations.

Goal 2. The student will demonstrate the ability to use the language for personal enjoyment and enrichment as a life-long learner.

Objectives – The student will be able to:

- a. Sample cuisine from local Italian restaurants.
- b. Attend an Italian play, movie, opera or concert.
- c. Visit exhibits at local museums that present aspects of the Italian-speaking world.
- d. Interact with members of the local community to learn about the Italian language and culture.
- e. Take a trip to Italy and share his or her experiences with others.



LANGUAGE STRUCTURES

Goal 1. The student will demonstrate the ability to control language by applying select language structures of Italian in writing and speaking.

Objectives – The student will be able to:

- a. Pronounce and use the Italian alphabet, sound system, and accents.
- b. Apply agreement rules for number and gender of nouns and their modifiers (definite and indefinite articles and adjectives).
- c. Express likes and dislikes with the correct form of *piacere*,
- d. Use infinitives after *piacere*.
- e. Use the correct form of the subject pronouns *io, tu, lui, lei, Lei, noi, voi, loro, Loro*.
- f. Differentiate between formal and informal address and use *lei* and *Lei* correctly.
- g. Use *c'è* and *ci sono* to express “there is” or “there are.”
- h. Apply the correct form of the irregular verbs *essere, avere, and stare*.

Unit 2

Unit Overview *In this unit, students communicate in Italian about the school day and subjects, describing physical and emotional aspects of people, clothing, daily activities, and telling time.*



COMMUNICATION Communicate in languages other than English.

Interpersonal

Goal 1. The student will demonstrate the ability to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Objectives – The student will be able to:

- i. Talk about activities at school.
- j. Talk about school subjects.
- k. Share descriptions of self and others.
- l. Ask for and give information.
- m. Talk about clothing and color choices.
- n. Talk about favorite activities.
- o. Say how often and when something occurs.
- p. Tell time.

Interpretive

Goal 2. The student will demonstrate the ability to interpret written and spoken language on a variety of topics.

Objectives – The student will be able to:

- f. Interpret spoken language on familiar topics by using strong visual and auditory support, including gestures and intonation.
- g. Comprehend simple daily conversations on familiar topics by using selected, age-appropriate authentic recordings, broadcasts, and videos.
- h. Determine meaning of words based on context cues, cognates, word derivatives, and use of other resources.
- i. Use before, during, and after strategies to gain comprehension of both written and spoken language.
- j. Interact with a variety of print and multimedia texts that are relevant to the unit's themes.

Presentational

Goal 3. The student will demonstrate the ability to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics including those studied in class and those further researched in or outside of class.

Objectives – The student will be able to:

- d. Apply the appropriate steps of the writing process by:
 - Using a variety of prewriting strategies.
 - Selecting and organizing ideas for specific audiences and purposes.
 - Revising a piece of writing for clarity, completeness, and effectiveness.

- Editing a revised draft for correctness of vocabulary selection, language structures, mechanics, and sentence structure, using print and non print resources
- Publishing selected pieces by using electronic resources and graphics (e.g., drawings, charts, illustrations) to enhance the final product.
- e. Deliver a formal oral presentation by:
 - Using a variety of brainstorming strategies.
 - Selecting and organizing ideas for specific audiences and purposes.
 - Considering correctness of vocabulary selection, language structures, and sentence structure.
 - Using nonverbal behaviors such as eye contact and body language.
 - Using appropriate pronunciation, volume, rate, expression, and a variety of vocal inflections.
- f. Compose oral and written discourse in a variety of formats.



CULTURE Gain knowledge and understanding of other cultures.

Goal 1. The student will demonstrate the ability to explain the relationship between the practices and perspectives of the culture studied.

Objectives – The student will be able to:

- e. Recognize patterns of respect through language structures and interactions among individuals.
- f. Observe, identify, and discuss simple patterns of behavior or interaction in various settings, such as a classroom.
- g. Read about or observe age-appropriate cultural occurrences related to fashion.

Goal 2. The student will demonstrate the ability to explain the relationship between the products and perspectives of the culture studied.

Objectives – The student will be able to:

- e. Identify and observe products of Italian-speaking cultures, such as school schedules.
- f. Recognize common themes, ideas, or perspectives of groups of Italian speakers related to products of the culture, such as school schedules or fashion.
- g. Experience products of Italian-speaking cultures, such as songs, dances, games, selections from children's literature, and works of art.



CONNECTIONS Connect with other disciplines and acquire information.

Goal 1. The student will demonstrate the ability to reinforce and further his or her knowledge of other disciplines through the foreign language.

Objectives – The student will be able to:

- e. Connect to music by singing songs.
- f. Connect to language arts by recognizing cognates and using verbs and adverbs.
- g. Connect to geography and history by reading about the heritage of Italy and other Italian-speaking communities of the world.

Goal 2. The student will demonstrate the ability to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Objectives – The student will be able to:

- g.** Define a task and develop higher level/critical thinking questions following the first step of the Big 6™ process.
- h.** Identify and examine the most appropriate resources, including those written for native speakers of Spanish:
 - Print resources (e.g. reference, books, periodicals)
 - Electronic resources (e.g. databases, websites, CD-ROMS)
 - Primary sources.
- i.** Locate and access information resources.
- j.** Extract relevant information from appropriate sources using a note-taking process (i.e., Three Across Notes and Two Across Notes).
- k.** Organize information from multiple sources and prepare it for presentation:
 - Using authoritative citations.
 - Introducing graphic organizers.
- l.** Evaluate the Big 6™ process.



COMPARISONS Develop insight into the nature of language and culture.

Goal 1. The student will demonstrate the ability to compare the nature of the language studied with his or her own.

Objectives – The student will be able to:

- g.** Cite examples of Italian words that are used in English.
- h.** Recognize cognates in order to enhance comprehension of spoken and written language.
- i.** Recognize the existence of idiomatic expressions in both English and Italian.
- j.** Recognize formal and informal language and use expressions of politeness in Italian.
- k.** Recognize differences and similarities between the sound and writing systems of English and Italian.
- l.** Examine structural elements of the Italian language, including present tense morphemes of regular verbs *–are*, *–ere*, and *–ire*, ways of negating a statement, and comparable elements in English.

Goal 2. The student will demonstrate the ability to compare the concepts of the cultures studied with his or her own.

Objectives – The student will be able to:

- c.** Recognize the differences and similarities in fashion choices among speakers of Italian and English.
- d.** Compare and contrast what teenagers do with free time in Italian-speaking cultures and the United States.



COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 1. The student will demonstrate the ability to use the language both within and beyond the school setting.

Objectives – The student will be able to:

- e.** Discuss leisure activities or current events with peers who are native speakers of Italian or are learning Italian.
- f.** Read materials or use media from the Italian language and culture, such as, video clips about school routines or Internet sites from schools in Italy.
- g.** Listen to music, sing songs, or play games and sports from the Italian culture.
- h.** Participate in club and classroom activities that serve to enrich the school or community through performances and presentations.

Goal 2. The student will demonstrate the ability to use the language for personal enjoyment and enrichment as a life-long learner.

Objectives – The student will be able to:

- f.** Sample cuisine from local Italian restaurants.
- g.** Attend an Italian play, movie, opera or concert.
- h.** Visit exhibits at local museums that present aspects of the Italian-speaking world.
- i.** Interact with members of the local community to learn about the Italian language and culture.
- j.** Take a trip to Italy and share his or her experiences with others.



LANGUAGE STRUCTURES

Goal 1. The student will demonstrate the ability to control language by applying select language structures of Italian in writing and speaking.

Objectives – The student will be able to:

- a.** Apply the correct forms of *-are*, *-ere*, and *-ire* verbs in the present tense.
- b.** Apply the correct forms of the irregular verb *fare*.
- c.** Use the partitive to express quantity: *dei, delle, degli..*
- d.** Apply agreement rules for plurals of nouns, articles, and adjectives.
- e.** Use *bello* and *quello* appropriately based on the noun following.
- f.** Express negative statements.

Express likes and dislikes with the correct form of *piacere*.

Unit 3

Unit Overview: *In this unit, students communicate in Italian about food, the Italian meal, seasons, weather, family members, and the Italian family.*



COMMUNICATION Communicate in languages other than English.

Interpersonal

Goal 1. The student will demonstrate the ability to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Objectives – The student will be able to:

- q.** Express and support likes, dislikes, and preferences about foods and beverages.
- r.** Share descriptions of meals and foods and beverages.
- s.** Talk about being hungry and thirsty.
- t.** Make plans of how to spend time based on seasons and weather conditions.
- u.** Describe family members and familial relationships.
- v.** Use time to tell when something occurs.

Interpretive

Goal 2. The student will demonstrate the ability to interpret written and spoken language on a variety of topics.

Objectives – The student will be able to:

- k.** Interpret spoken language on familiar topics by using strong visual and auditory support, including gestures and intonation.
- l.** Comprehend simple daily conversations on familiar topics by using selected, age-appropriate authentic recordings, broadcasts, and videos.
- m.** Determine meaning of words based on context cues, cognates, word derivatives, and use of other resources.
- n.** Use before, during, and after strategies to gain comprehension of both written and spoken language.
- o.** Interact with a variety of print and multimedia texts that are relevant to the unit's themes.

Presentational

Goal 3. The student will demonstrate the ability to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics including those studied in class and those further researched in or outside of class.

Objectives – The student will be able to:

- g.** Apply the appropriate steps of the writing process by:
 - Using a variety of prewriting strategies.
 - Selecting and organizing ideas for specific audiences and purposes.
 - Revising a piece of writing for clarity, completeness, and effectiveness.
 - Editing a revised draft for correctness of vocabulary selection, language structures, mechanics, and sentence structure, using print and non print resources
 - Publishing selected pieces by using electronic resources and graphics (e.g., drawings, charts, illustrations) to enhance the final product.

- h. Deliver a formal oral presentation by:
 - Using a variety of brainstorming strategies.
 - Selecting and organizing ideas for specific audiences and purposes.
 - Considering correctness of vocabulary selection, language structures, and sentence structure.
 - Using nonverbal behaviors such as eye contact and body language.
 - Using appropriate pronunciation, volume, rate, expression, and a variety of vocal inflections.
- i. Compose oral and written discourse in a variety of formats.



CULTURE Gain knowledge and understanding of other cultures.

Goal 1. The student will demonstrate the ability to explain the relationship between the practices and perspectives of the culture studied.

Objectives – The student will be able to:

- h. Use appropriate gestures and oral expressions for inviting people to go places.
- i. Recognize patterns of respect through language structures and interactions among individuals.
- j. Observe, identify, and discuss simple patterns of behavior or interaction in various settings, such as a sports event and when extending, accepting, or declining an invitation.
- k. Observe, identify, and discuss simple patterns of behavior or interaction in various settings, such as with the family.
- l. Read about or observe age-appropriate cultural occurrences related to special events or occasions, such as family celebrations.

Goal 2. The student will demonstrate the ability to explain the relationship between the products and perspectives of the culture studied.

Objectives – The student will be able to:

- h. Identify and observe products of Italian-speaking cultures, such as invitations, menus, and advertisements.
- i. Recognize common themes, ideas, or perspectives of groups of Italian speakers related to products of the culture, such as family.
- j. Experience products of Italian-speaking cultures, such as songs, dances, games, selections from children's literature, and works of art.



CONNECTIONS Connect with other disciplines and acquire information.

Goal 1. The student will demonstrate the ability to reinforce and further his or her knowledge of other disciplines through the foreign language.

Objectives – The student will be able to:

- a. Connect to math by tallying and creating bar graphs.
- b. Connect to language arts by using cognates, interrogatives, determiners, and adjectives, including demonstrative adjectives.
- c. Connect to geography by studying the demographics of the Italian population in the United States.

Goal 2. The student will demonstrate the ability to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Objectives – The student will be able to:

- m.** Define a task and develop higher level/critical thinking questions following the first step of the Big 6™ process.
- n.** Identify and examine the most appropriate resources, including those written for native speakers of Spanish:
 - Print resources (e.g. reference, books, periodicals)
 - Electronic resources (e.g. databases, websites, CD-ROMS)
 - Primary sources.
- o.** Locate and access information resources.
- p.** Extract relevant information from appropriate sources using a note -taking process (i.e., Three Across Notes and Two Across Notes).
- q.** Organize information from multiple sources and prepare it for presentation:
 - Using authoritative citations.
 - Introducing graphic organizers.
- r.** Evaluate the Big 6™ process.



COMPARISONS Develop insight into the nature of language and culture.

Goal 1. The student will demonstrate the ability to compare the nature of the language studied with his or her own.

Objectives – The student will be able to:

- m.** Cite examples of Italian words that are used in English.
- n.** Recognize cognates in order to enhance comprehension of spoken and written language.
- o.** Recognize the existence of idiomatic expressions in both English and Italian.
- p.** Recognize formal and informal language and use expressions of politeness in Italian.
- q.** Recognize differences and similarities between the sound and writing systems of English and Italian.
- r.** Examine structural elements of the Italian language, including possession with *di*, the verb, the position of adjectives, and comparable elements in English.

Goal 2. The student will demonstrate the ability to compare the concepts of the cultures studied with his or her own.

Objectives – The student will be able to:

- e.** Recognize the differences and similarities in family traditions, opinions about aging, and celebrations among speakers of Italian and English.
- f.** Recognize the differences and similarities in foods and mealtimes in Italian-speaking cultures and the United States.



COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 1. The student will demonstrate the ability to use the language both within and beyond the school setting.

Objectives – The student will be able to:

- i.** Discuss leisure activities or current events with peers who are native speakers of Italian or are learning Italian.
- j.** Read materials or use media from the Italian language and culture.
- k.** Listen to music, sing songs, or play games and sports from the Italian culture.
- l.** Participate in club and classroom activities that serve to enrich the school or community through performances and presentations.

Goal 2. The student will demonstrate the ability to use the language for personal enjoyment and enrichment as a life-long learner.

Objectives – The student will be able to:

- k.** Sample cuisine from local Italian restaurants.
- l.** Attend an Italian play, movie, opera or concert.
- m.** Visit exhibits at local museums that present aspects of the Italian-speaking world.
- n.** Interact with members of the local community to learn about the Italian language and culture.
- o.** Take a trip to Italy and share his or her experiences with others.



LANGUAGE STRUCTURES

Goal 1. The student will demonstrate the ability to control language by applying select language structures of Italian in writing and speaking.

Objectives – The student will be able to:

- a.** Apply the correct form of the irregular verbs *bere*, *andare*, *venire*, and *uscire* in the present tense.
- b.** Apply the correct forms of *fare* to express weather.
- c.** Apply the correct form the idiomatic expressions with *avere*.
- d.** Use the correct form of possessive adjectives.
- e.** Express possession with *di* and use possessive adjectives.
- f.** Use the verbs *sapere* and *conoscere* appropriately.
- g.** Use the correct structure for affirmative, negative, declarative, and interrogative sentences.

Unit 4

Unit Overview: *In this unit, students communicate in Italian about where they live and explore celebrations in their own life and in Italy.*



COMMUNICATION Communicate in languages other than English.

Interpersonal

Goal 1. The student will demonstrate the ability to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Objectives – The student will be able to:

- a.** Talk about celebrations.
- b.** Talk about how an outfit looks.
- c.** Obtain and provide information about household activities, chores, and errands.
- d.** Share descriptions of residences and their furnishings.
- e.** Talk about the location of places.
- f.** Request directions and respond appropriately.
- g.** Use the numbers up to 1,000,000 to count, discuss prices, and conduct currency conversions.
- h.** Conduct an interview.

Interpretive

Goal 2. The student will demonstrate the ability to interpret written and spoken language on a variety of topics.

Objectives – The student will be able to:

- p.** Interpret spoken language on familiar topics by using strong visual and auditory support, including gestures and intonation.
- q.** Comprehend simple daily conversations on familiar topics by using selected, age-appropriate authentic recordings, broadcasts, and videos.
- r.** Determine meaning of words based on context cues, cognates, word derivatives, and use of other resources.
- s.** Use before, during, and after strategies to gain comprehension of both written and spoken language.
- t.** Interact with a variety of print and multimedia texts that are relevant to the unit's themes.

Presentational

Goal 3. The student will demonstrate the ability to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics including those studied in class and those further researched in or outside of class.

Objectives – The student will be able to:

- j.** Apply the appropriate steps of the writing process by:
 - Using a variety of prewriting strategies.
 - Selecting and organizing ideas for specific audiences and purposes.
 - Revising a piece of writing for clarity, completeness, and effectiveness.

- Editing a revised draft for correctness of vocabulary selection, language structures, mechanics, and sentence structure, using print and non print resources
- Publishing selected pieces by using electronic resources and graphics (e.g., drawings, charts, illustrations) to enhance the final product.
- k. Deliver a formal oral presentation by:
 - Using a variety of brainstorming strategies.
 - Selecting and organizing ideas for specific audiences and purposes.
 - Considering correctness of vocabulary selection, language structures, and sentence structure.
 - Using nonverbal behaviors such as eye contact and body language.
 - Using appropriate pronunciation, volume, rate, expression, and a variety of vocal inflections.
- l. Compose oral and written discourse in a variety of formats.



CULTURE Gain knowledge and understanding of other cultures.

Goal 1. The student will demonstrate the ability to explain the relationship between the practices and perspectives of the culture studied.

Objectives – The student will be able to:

- m. Recognize patterns of respect through language structures and interactions among individuals.
- n. Observe, identify, and discuss simple patterns of behavior or interaction in the community and at home.
- o. Talk about units of currency in Italian-speaking countries.
- p. Calculate and convert prices between US dollars and the currencies of Italian-speaking countries.
- q. Read about or observe age-appropriate cultural occurrences related to special events or occasions, such as family or community celebrations.

Goal 2. The student will demonstrate the ability to explain the relationship between the products and perspectives of the culture studied.

Objectives – The student will be able to:

- k. Identify and observe products of Italian-speaking cultures, such as different currencies, architectural styles, and types of residences.
- l. Recognize common themes, ideas, or perspectives of groups of Italian speakers related to products of the culture, such as where people live and work.
- m. Experience products of Italian-speaking cultures, such as songs, dances, games, selections from children's literature, and works of art.



CONNECTIONS Connect with other disciplines and acquire information.

Goal 1. The student will demonstrate the ability to reinforce and further his or her knowledge of other disciplines through the foreign language.

Objectives – The student will be able to:

- d. Connect to art by talking about architecture.

- e. Connect to language arts by recognizing cognates and using prepositions and verbs.
 - f. Connect to math by tallying prices and converting currencies.
 - g. Connect to social studies by exploring how the images printed on the currency of different nations reflect the history of those nations.
 - h. Connect to music by singing songs.
- Goal 2.** The student will demonstrate the ability to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Objectives – The student will be able to:

- s. Define a task and develop higher level/critical thinking questions following the first step of the Big 6™ process.
- t. Identify and examine the most appropriate resources, including those written for native speakers of Spanish:
 - Print resources (e.g. reference, books, periodicals)
 - Electronic resources (e.g. databases, websites, CD-ROMS)
 - Primary sources.
- u. Locate and access information resources.
- v. Extract relevant information from appropriate sources using a note -taking process (i.e., Three Across Notes and Two Across Notes).
- w. Organize information from multiple sources and prepare it for presentation:
 - Using authoritative citations.
 - Introducing graphic organizers.
- x. Evaluate the Big 6™ process.



COMPARISONS Develop insight into the nature of language and culture.

Goal 1. The student will demonstrate the ability to compare the nature of the language studied with his or her own.

Objectives – The student will be able to:

- s. Cite examples of Italian words that are used in English.
- t. Recognize cognates in order to enhance comprehension of spoken and written language.
- u. Recognize the existence of idiomatic expressions in both English and Italian.
- v. Recognize formal and informal language and use expressions of politeness in Italian.
- w. Recognize differences and similarities between the sound and writing systems of English and Italian.
- x. Examine structural elements of the Italian language, including prepositions and contractions, and comparable elements in English.

Goal 2. The student will demonstrate the ability to compare the concepts of the cultures studied with his or her own.

Objectives – The student will be able to:

- g. Recognize the differences and similarities in cities and at home and the importance of the *piazza* in Italian cities and towns.
- h. Compare and contrast cities, residences, and public buildings in Italian-speaking cultures and the United States.



COMMUNITIES Participate in multilingual communities at home and around the world.

Goal 1. The student will demonstrate the ability to use the language both within and beyond the school setting.

Objectives – The student will be able to:

- m. Discuss leisure activities or current events with peers who are native speakers of Italian or are learning Italian.
- n. Read materials or use media from the Italian language and culture.
- o. Listen to music, sing songs, or play games and sports from the Italian culture.
- p. Participate in club and classroom activities that serve to enrich the school or community through performances and presentations.

Goal 2. The student will demonstrate the ability to use the language for personal enjoyment and enrichment as a life-long learner.

Objectives – The student will be able to:

- p. Sample cuisine from local Italian restaurants.
- q. Attend an Italian play, movie, opera or concert.
- r. Visit exhibits at local museums that present aspects of the Italian-speaking world.
- s. Interact with members of the local community to learn about the Italian language and culture.
- t. Take a trip to Italy and share his or her experiences with others.



LANGUAGE STRUCTURES

Goal 1. The student will demonstrate the ability to control language by applying select language structures of Italian in writing and speaking.

Objectives – The student will be able to:

- a. Apply the correct forms of *o-ue* stem-changing verbs (*dormir, poder, volver*).
- b. Use prepositions and their contractions with the definite article.
- c. Apply the direct object pronouns *lo, la, li, and le*.
- d. Apply the correct forms of *dovere, potere, and volere* in the present tense.
- e. Express numbers from 1 to 1,000,000 correctly.