

# Curriculum Guide K-12

## Checkpoint A

### Unit: Personal Identification

#### Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings, likes and dislikes, tastes and interests
- Getting others to adopt a course of action

#### Situations

##### Listening:

- comprehend information provided over loudspeakers; understand brief radio/TV commercials

##### Listening/Speaking:

- sustain informal everyday conversations with peers and familiar adults; interact with providers of common public services in face-to-face communications or by telephone; sustain group discussion on characters of TV shows, movies, etc.

##### Reading:

- understand excerpts from original literary texts, ads and articles of general interest in Italian newspapers and magazines

##### Writing:

- informal notes, personal letters to friends and e-mail messages to peers in Italy, relatives, classmates; fill in forms, applications for the use of common services; do research on famous Italian or Italian American people

#### Topics

- Biographical information: greetings, leave-taking, introductions, thanks, apologies, name, age, nationality, address and telephone number, family, occupation, place and date of birth
- Physical characteristics: height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities
- Psychological characteristics: personality, likes and dislikes, tastes and interests

#### Proficiencies

At the end of this unit students will be able to:

##### Listening:

- comprehend dialogue from a simple play or movie
- understand short ads on radio/TV and simple announcements provided over loudspeakers

##### Speaking:

- initiate and sustain an adequate conversation about oneself and others, exchanging personal information
- talk about selected expressive forms of art, sports, etc.

##### Reading :

- read excerpts from Italian literary texts; short ads and information about programs on radio/TV, newspapers, magazines and other printed material

##### Writing:

- write letters and e-mail messages to Italian-speaking peers giving information about themselves and expressing ideas, opinions, and feelings

**Culture:**

- analyze gestures and body language expressions among Italian people and compare them to their own

**Suggested Activities**

Students are asked to:

- understand an announcement provided over a loudspeaker (i.e., a lost child at the station has been found). Work in pairs, exchange information obtained from the announcement;
- initiate a conversation with a stranger next to them at a planned gathering;
- conduct a phone conversation in which plans are made to do something together;
- conduct and record an interview to find out each other's past;
- play guessing game: teacher and/or students describe TV stars, actors, singers. Teams compete in identifying them;
- interview classmates, family members, friends on personal biographical information, likes and dislikes, tastes and interests. They can record the interview and write the script;
- interview a native speaker invited by the teacher;
- listen to Italian rock songs and fill in the blanks for missing words in the text distributed by the teacher;
- work in groups of four on historical figures: three students assume the identity of famous historical figures, the fourth student interviews the others to discover their identity (the same activity can be done with characters from operas, plays, shows);
- provide captions and quotes for pictures cut out from newspapers and magazines;
- read a poem or a short story from contemporary Italian literature, plots of some famous play or opera, and be able to describe the main characters;
- write autobiographies and personal ads;
- write a composition describing their future or who they would like to be in their next life;
- write a letter to an Italian pen-pal, classmate, relative, giving personal information and asking what their interests are;
- fill in a form for a summer course in Italy;
- change an Italian short story into a dialogue; write an ending to a story (i.e., show part of an Italian movie or make up a story in class together. Each student composes his/her own ending. Compare the different possible endings);
- write part of a dialogue relating to a picture and then pass the picture and dialogue to other students who are asked to add sentences;
- investigate and report on famous Italians or Italian-Americans in the field of art, cinema, sports and business
- compare and contrast Italian and American rock songs;
- express in Italian information about people or places they are currently studying in another class (i.e., geography, social science, architecture);
- make a graphic representation of Italian architectural structures such as trulli, nuraghi, arene, etc.
- make a replica of Colosseum, Roman Forum, etc.

**Cultural Components**

- differences in formal and informal introductions
- spelling of one's name using the names of cities
- I.D. documents (*carta d'identità, patente*); substitute passport in European countries
- traditional and modern Italian family

**Selected Expressions / Vocabulary**

- fico (*cool*), barboso, tossicodipendente
- residenza, domicilio, attico, soffitta
- essere giù di corda
- essere il beniamino di qualcuno
- essere al verde

**Proverbs**

Uomo avvisato, mezzo salvato. (Forewarned is forarmed.)

Chi fa da sè, fa per tre. (Do it yourself if you want it done right.)

Meglio un asino vivo che un dottor morto. (Better a live ass than a dead scholar.)

Tale padre tale figlio. (Like father, like son.)

## **Unit: House and Home**

### **Functions**

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

### **Situations**

#### **Listening:**

- comprehend simple information and directions

#### **Listening/Speaking:**

- sustain informal conversation with peers and adults

#### **Reading:**

- simple newspaper ads, magazine ads, simple stories

#### **Writing:**

- lists, notes

### **Topics**

- Types of lodgings: House/apartment
- Rooms and other lodging components: identification, size/function, furnishings, garden/ terrace/balcony

### **Proficiencies**

At the end of this unit, students will be able to:

#### **Listening:**

- understand basic statements and information related to topics

#### **Listening/Speaking:**

- provide information about their house and answer related questions

#### **Reading:**

- read simple house/apartment ads and simple stories

#### **Writing:**

- write lists, notes and simple letters

#### **Culture:**

- recognize some cultural similarities and differences

### **Suggested Activities**

Students are asked to:

- draw a floor plan of their house (real or imaginary); form groups and discuss;
- interview each other: *Com'è la tua casa/il tuo appartamento?*;
- write a friend about his/her house/apartment;
- cut out pictures of rooms and make a collage (label the rooms and the furnishings). Form groups and discuss;
- role-play a person trying to sell/rent a house (cooperative learning);
- role-play a real estate agent (cooperative learning);
- participate in guessing games (ex. "I sit in it to watch T.V.," "I sleep in it", etc.);
- show a picture of a family moving. Students tell what they see (names of furnishings, etc.) and then discuss what they think is going on (cooperative learning);
- play a game: *Nella mia casa c'è* \_\_\_\_\_. Repetitive list of all items found in a house, in a particular room or in a particular building (as per previous explanation);
- play Bingo;

- drawing a game (see Pre-Checkpoint);
- play Jeopardy.

### **Cultural Components**

- living with several generations in a house or apartment
- first floor in USA is called ground floor (*pianterreno* in Italy). Second floor in USA is called first floor in Italy
- all buildings are equipped with shutters (*persiane*) instead of shades
- custom of taking a nap or rest period in the afternoon
- importance of outdoor living and function of balcony and garden (*aria fresca*)
- yearly exodus of the family unit to a summer house at the beach, country or mountains while the father commutes back and forth (*villeggiatura*)
- custom of posting death announcements on walls of buildings (*manifesti*)

### **Selected Expressions / Vocabulary**

- Qual'è il tuo indirizzo?
- la villeggiatura
- È in casa \_\_\_\_\_?
- villa
- villetta
- il pianterreno
- C.A.P. (Codice d'avviamento postale)
- la periferia
- fare il letto
- passare l'aspirapolvere
- togliere la polvere

### **Proverbs**

- State su un letto di rose. (To rest on a bed of roses.)
- Andare a letto con le galline. (Early to bed, early to rise.)
- Chi tardi arriva male alloggia. (The last to arrive will get lesser accommodations.)
- Chi dorme non piglia pesci. (The early bird gets the worm.)
- Dormire come un ghiro. (To sleep very soundly.)

## Unit: Family Life

### Functions

- Socializing: greeting, leave-taking, introducing, thanking
- Providing and obtaining information: facts, events, needs, opinions, attitudes, feelings
- Expressing personal feelings: facts, events, opinions, attitudes
- Getting others to adopt a course of action: suggesting, requesting, directing, advising, warning, convincing, praising

### Situations

#### Listening:

- information from familiar adults and peers in face-to-face communications

#### Listening/Speaking:

- interactions with family members and peers in face-to-face communications

#### Reading/Writing:

- informal notes to or from family members and friends

### Topics

- Family members
- Family activities: birthdays, special occasions, holidays, family gatherings, related activities
- Roles and responsibilities of family members

### Proficiencies

At the end of this unit students will be able to:

#### Listening:

- understand and respond to questions about their own and another's family

#### Speaking:

- respond to simple statements and engage in a brief face-to-face conversation about one's own and another's family

#### Reading:

- understand simple material for informative or social purposes

#### Writing:

- write a short note or postcard to a family member

#### Culture:

- express an understanding of some aspects of Italian culture with regards to family life

### Suggested Activities

Students are asked to:

- converse with a peer in a face-to-face conversation which will include: family size and names of family members;
- identify family members and relationships through simple descriptions and associations;
- label family members in a drawing or in a photo;
- express to their family or peers how they feel about their family members in a face-to-face conversation;
- make a card (holiday, thank you, etc.) in Italian and address it to a family member (a computer can be used if available);
- students will persuade family members to give them some ice cream, food, etc., in a face-to-face interaction with parents or siblings;
- list the family member(s) that they feel is/are easily persuaded by them to do an activity of their choice
- create a family tree, labeling members in Italian;
- state the relationship of one member to another given a family tree;
- engage in a brief face-to-face conversation in which a peer or a familiar adult is asked a basic question about his/her family and be able to respond when asked in return;

- describe a picture of a family scene;
- answer specific questions about a picture of a family scene;
- write a letter to pen pals about their family, talking about the different members (what they are like, how old, etc.);
- plan a family activity relevant to Italian culture: *onomastico*, birthday, *ferragosto* picnic, etc.;
- design an invitation after having planned one of the above mentioned activities (a computer can be used if available);
- engage in face-to-face interaction with a familiar adult and persuade a parent to accept an invitation to vacation with relatives;
- write postcards to parents suggesting that the rest of the family (parents, siblings, grandparents) join them while on vacation;
- engage in face-to-face interaction with familiar adults and suggest that a cousin (step-brother, step-sister) spend the summer with their family
- write an informal note to cousins (step-brothers, step-sisters) requesting that they spend the summer with the student's family;
- engage in face-to-face interaction with a friend or a familiar adult to state the principal domestic chores and responsibilities assumed by each member of their family.

### **Cultural Components**

#### Traditions and Customs:

- celebration of *l'onomastico*
- spending holidays with family
- the traditional method of naming children in a family
- the traditional role a woman plays in the family
- family and the principal meal of the day
- in Italy it is typical to find children living at home until they marry; nuclear family often includes grandparents; importance of godparents

### **Selected Expressions / Vocabulary**

- più giovane di
- più vecchio di
- figlio(a) unico(a)
- non so
- giocare con
- volere bene a
- di sangue
- l'animale domestico
- mi piace.../non mi piace...
- avere ancora la bocca sporca di latte
- portare a casa il pane
- un vizio di famiglia
- passare il tempo
- ogni tanto
- altre volte
- abbandonare il nido
- come la mamma l'ha fatto
- da piccolo
- figlio di papà
- portare i pantaloni
- lavare i panni sporchi in famiglia
- le faccende domestiche
- la colonna della famiglia
- mandare avanti la famiglia
- lavorare fuori casa
- occuparsi dei bambini

- pulire la casa
- fare il bucato
- fare la spesa
- cucinare il pranzo
- apparecchiare la tavola
- lavare i piatti
- portare fuori l'immondizia

### **Proverbs**

Il sangue non è acqua. (Blood is thicker than water.)

Tale padre, tale figlio. (Like father, like son.)

Il bimbo sciocco, quel che vede mette in bocca. (The foolish child puts whatever he sees into his mouth.)

Buon marito, buona moglie. (A good husband makes for a good wife.)

Amor di madre non si discute. (A mother's love is never doubted.)

Degno figlio del proprio padre. (A good son makes his father proud.)

Donne e buoi dei paesi tuoi. (Marry someone from your own town.)

L'ozio è il padre dei vizi. (Idleness is the father of all vices.)

## Unit: Community/Neighborhood

### Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

### Situations

#### Listening:

- comprehend more complex information and announcements, bulletins on radio/ television

#### Listening/Speaking:

- sustain interaction with providers of common public services in face-to-face communication with peers and adults
- sustain interaction with providers of public services by telephone
- participate in group discussions among peers and adults
- provide informal presentations to groups of peers and familiar adults

#### Reading:

- understand information on forms, signs, posters, billboards, programs, timetables, maps

#### Writing:

- complete forms to be filled out for the use of common public services
- write brief reports describing situations and sequences of events
- write personal letters to friends, giving directions to various facilities
- send formal letters to agencies, businesses on topics of personal need

### Topics

- Common activities associated with local stores/facilities
- Shopping facilities and various types of stores; shopping hours; interaction with sales staff
- Recreational opportunities: movies, theater, local travel, sports, etc.

### Proficiencies

At the end of this unit, students will be able to:

#### Listening:

- understand short passages or radio/television announcements describing an activity in the community
- understand live presentations, anecdotes about the community/neighborhood

#### Listening/Speaking:

- follow directions to and from certain locations on a map
- provide and obtain information about neighborhood facilities, activities, and recreational opportunities
- interact and sustain a conversation about a certain activity in the community, either in a phone conversation or face-to-face

#### Reading:

- understand simple narrative and descriptive authentic materials and edited texts within posters, billboards, magazines, newspapers

#### Writing:

- write simple notes, letters, or short reports about community activities
- express basic personal needs by composing short messages, including e-mail

#### Culture:

- analyze Italian currency and prices in Lire and practice its use
- understand the differences and/or similarities between their community and similar sized communities in Italy

### **Suggested Activities**

Students are asked to:

- make a shopping list for a special occasion;
- create a dialogue for shopping in a department store;
- set up a mock supermarket in the classroom;
- plan a day of shopping with a given amount of *Lire*;
- draw a street map of their neighborhood and label houses, stores, streets, facilities, etc.;
- write a wish list to Santa;
- phone in a catalogue order and give personal information, such as: street address, cross streets near their home, etc.;
- create a dialogue in which they discuss with their mothers the day's shopping in the various stores in the neighborhood;
- form diads and recreate a dialogue for a visit to a particular restaurant, including location of the restaurant;
- write to a pen pal describing the facilities in the downtown area of their communities;
- tell where they would buy several items for school use;
- relate what certain persons are selling: pharmacist, butcher, book store owner, etc.
- form diads and perform a dialogue in which one student is lost and another gives directions;
- provide oral directions from the school to their home;
- draw a map of their neighborhood and label as many facilities as possible;
- chat on the Internet with Italian peers or classmates about their neighborhood.

### **Cultural Components**

- typical daily activities of homemakers in Italian neighborhoods
- religious feasts and how celebrated in Italian communities
- celebration of name days in Italy
- how birthdays are celebrated in Italy and in USA
- the *passeggiata* and its importance
- the *dolce far niente* period of the day
- specialty shops: hours
- siesta time in Italian towns
- differences between Italian and American first floors

### **Selected Expressions/Vocabulary**

- fare le spese
- fare la spesa
- i mezzi di trasporto: autobus, metropolitana, tassi, treno, auto, motorscooter
- gli sport prefereti
- avere bisogno di
- comprare
- spendere
- viaggiare
- le compere
- l'ora di punta
- l'orario dei treni, cinema, scuola

### **Proverbs**

Mogli e buoi dai paesi tuoi. (Buy locally!)

La patria è dove si ha del bene. (My country above all others.)

Tanti paesi, tanti costumi. (There are as many customs as there are countries.)



## Unit: Physical Environment

### Functions

- Socializing
- Providing and obtaining information
- Expressing simple personal feelings about facts, events and opinions
- Getting others to adopt a course of action

### Situations

#### Listening:

- informational bulletins/announcements provided over loudspeakers, radio and television

#### Listening/Speaking:

- informal conversations with peers and adults

#### Reading:

- signs, billboards, maps, weather reports

#### Writing:

- producing brief informational bulletins through recombination of learned vocabulary and structures

### Topics

- Physical features, big city, small town, village, suburb, country, geography of area
- Climate and weather: seasons, temperature, precipitation/wind
- Quality of environment: opportunities for recreation and entertainment

### Proficiencies:

At the end of this unit, students will be able to:

#### Listening:

- comprehend simple statements and questions
- comprehend the main idea of a simulated broadcast
- comprehend short conversations of basic statements and questions related to topics

#### Speaking:

- sustain short conversations related to physical features, weather and seasons (limited vocabulary range)
- say some idiomatic expressions and proverbs
- respond to simple statements regarding opportunities for recreation and entertainment related to physical environment

#### Reading:

- understand the essential content of signs, billboards and weather reports
- understand simple written language in a variety of contexts

#### Writing:

- write a weather report and fill in a map of a geographical area
- write simple sentences related to topics

#### Culture:

- gain knowledge and compare some cultural lifestyles and become aware of the existence of cultures other than their own

### Suggested Activities:

Students are asked to:

- practice vocabulary regarding physical features, seasons, weather expressions;
- practice weather conditions;
- prepare daily weather and temperature (centigrade) reports for five days (groups), with a different group reporting each day;
- report on the temperature in several cities after examining a weather chart from the newspaper;
- prepare a simulated weather broadcast (possible use for a videotape);
- listen to live broadcasts for general ideas (possible use for a videotape);

- match seasons with temperature (centigrade) and weather;
- match seasons with holidays;
- ask the things they like to do during their favorite season;
- ask and answer questions regarding their favorite season and the weather associated with it;
- describe orally various physical environments;
- given the situation, finish the sentence:
  - In autunno \_\_\_\_\_
  - L'Italia è \_\_\_\_\_
  - 30 gradi C. equivalgono a \_\_\_\_\_ F.;
- use temperature expressions to find a hidden object in the classroom;
- play the role of a travel agent and make recommendations for different types of places to visit;
- prepare a brief report on the physical environment of Italy and present it to the class;
- prepare commercial advertisements for vacation spots and opportunities for entertainment and recreation available in different geographic areas (mountains, lakes, etc.) for oral/written/visual presentation;
- name the activities that one can do during the four seasons. Students cite their favorite activities and where they will perform them;
- contrast activities that can be done in a small town during any particular season vs. those done in a big city;
- students will role-play in the form of a dialogue the following scenario:
  - You and your friends have decided to go on a picnic this Saturday as well as detail alternative plans if the weather is not good
  - It is a cold, rainy, damp day. You and your friend are home fantasizing about being on vacation. Describe the setting and tell what each of you would be doing;
- describe their favorite "vacation" spot. Talk about its location, weather and climate and activities available to participate in. Convince their friends to plan their next vacation there.

### **Cultural Components**

- the weather report is provided by the *Servizio Meteorologico dell'Aeronautica* on state owned TV and radio Channels
- seasonable differences of temperature and weather between North, South, and the islands (Sicilia and Sardegna)
- seasonable differences of temperature and weather between Italy (national average) and N. Y. metropolitan area
- cities with over 1 million population: Roma, Milano and Napoli
- cities with population from 500,000 to 1 million: Genova, Torino and Palermo
- cities with population from 100,000 to 500,000: Novara, Bergamo, Brescia, Trento, Padova, Firenze, Venezia, Verona, Vicenza, Trieste, La Spezia, Bologna, Ferrara, Forlì, Modena, Parma, Piacenza, Ravenna, Reggio Emilia, Rimini, Livorno, Prato, Perugia, Terni, Ancona, Latina, Pescara, Salerno, Foggia, Lecce, Taranto, Reggio Calabria, Catania, Messina, Siracusa, Cagliari, Sassari
- national average temperatures (centigrades): Palermo 18, Brindisi and Cagliari 17, Roma 16, Trieste and Pescara 15, Venezia 13, Milano and Torino 12
- rain: rainfall (days per year) in some major cities: Trieste 94 (the highest), Torino 75, Milano 64, Firenze 61, Cagliari 50, Palermo 44, Venezia 37, Roma 21 (the lowest)
- winds: several local winds, famous is the *Bora* in Trieste
- foggy areas: *Pianura Padana* (Northern plains)

### **Selected Expressions / Vocabulary**

- beffa
- bellezza
- fragilità
- impossibilità
- indifferenza
- intuito

- inutilità
- lunghezza
- noia
- ridicolo
- scacciare
- valore
- velocità
- andare a monte
- Che buon vento ti porta?

### **Proverbs**

Sciogliersi come la neve al sole. (To melt like snow in the sun.)

Il tempo stringe. (Time waits for no man.)

Avere la testa tra le nuvole. (To have one's head in the clouds.)

Roma non è stata costruita in un giorno. (Rome wasn't built in a day.)

Tutte le strade portano a Roma. (All roads lead to Rome.)

## Unit: Meal taking

### Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

### Situations

#### Listening:

- information from providers of common public services in face-to-face or telephone communication

#### Listening/Speaking:

- interaction with providers of common public services in face-to-face communication, informal conversation with peers and familiar adults

#### Reading:

- information provided to the general public on signs, menus, recipes, ads, stores, merchandise

#### Writing:

- informal notes, shopping lists, recipes

### Topics

- Everyday family fare: food, drinks, meals, hours, and time
- Eating with friends/relatives
- Eating out: restaurant, bar
- Grocery shopping: grocery stores, interaction with sales staff, prices
- Cooking: recipes, regional specialties, special occasion menus, measurements
- Eating habits in different countries or Italian regions

### Proficiencies

At the end of this unit students will be able to:

#### Listening:

- comprehend simple statements and questions, obtain information in interaction with providers of public services or conversation with friends/relatives/adults

#### Speaking:

- initiate and respond to simple statements and questions, engage in simple face-to-face conversation with providers of public services, peers or adults
- describe objects, report simple actions, situations or needs. Express preferences and personal opinion

#### Reading:

- understand the essential content of information provided to the general public on signs, menus, recipes, ads, stores, merchandise

#### Writing:

- compose a shopping list, recipe, express preferences and personal opinion

#### Culture:

- recognize some cultural similarities and differences between Italy and another country (USA or another). Recognize some cultural differences among Italian regions

### Suggested Activities

Students are asked to:

- describe what they like to eat for lunch and explain why (special diet, vegetarians...);
- describe what they don't like to eat for lunch and explain why;
- interview each other about their eating habits (what they eat and when, what they like or dislike);
- bring the empty boxes of some Italian products (pasta, tomato cans, cookies, bread, coffee...)

- Show and tell, specify ingredients and prices for each product;
- prepare a *Listino Prezzi*, with the above mentioned products, brands and prices. Some students may dictate, others write; students advise/correct each other regarding the spelling;
  - role-play (with the above mentioned boxes and *Listino Prezzi*) a store scene. The teacher can make color copies of Italian money for a more realistic and fun scene. Interaction between storekeeper and client. The client bargains. The storekeeper convinces the client to buy more;
  - prepare a menu. Role-play a restaurant scene. The client is on a special diet and needs to eat or avoid specific ingredients;
  - role-play a phone call: two friends exchange recipes (list ingredients and give directions to prepare your favorite recipe). Take notes;
  - play a guessing game "the recipe." Students/teacher buy a *Tiramisù* (or another tasty Italian dish). After eating together, students guess and write the recipe for it. The teacher dictates the final, correct recipe. Students write the shopping list and cook/prepare the Italian dish at home with their family;
  - search the Internet for Italian regional sites with food sections or Italian cooking sites. Print out the most interesting pages, compare and discuss them;
  - compare Italian holidays and traditional recipes with those of another country (USA or other).

### **Cultural Components**

- Italian food and eating habits
- meals and schedules
- different kinds of restaurants and prices, tips, payment methods
- interaction with waiters, socializing
- the fast food concept, eating out versus cooking at home
- cooking at home, ingredients, recipes, measurements, regional and traditional food

### **Selected Expressions / Vocabulary**

- ristorante di lusso, ristorante molto conosciuto, trattoria, mensa
- Mi fa il conto per favore? Questo conto è sbagliato; c'è un errore nel conto
- Mi fa la ricevuta per favore? Mi dà lo scontrino?
- al sangue, ben cotto/a, medio/a
- aiuta a digerire
- sono a dieta
- tisana, dolcificante, pane integrale, vegetariano
- mal di denti, mal di pancia

### **Proverbs**

L'appetito vien mangiando. (Appetite comes while eating.)

Una ciliegia tira l'altra. (One thing leads to another.)

Una mela al giorno toglie il medico di turno. (An apple a day keeps the doctor away.)

## Unit: Health and Welfare

### Functions

- Socializing
- Providing and obtaining simple information
- Expressing personal feelings
- Getting others to adopt a course of action

### Situations

#### Listening:

- comprehend descriptions of a person; understand the description of a person; understand idiomatic expressions about the parts of the body

#### Listening/Speaking:

- sustain informal conversations with peers and family; be able to provide information over the phone; understand group conversations about health issues

#### Reading:

- read simple information provided on labels, signs, flash cards; read short selections from magazine or newspaper ads

#### Writing:

- label posters; label illustrations with parts of the body; write a brief description of self and/or others

### Topics

- Parts of the body: pictures of models, actors, and famous people; describing the way someone looks
- Daily grooming routines: describe daily grooming routines, referring to parts of the body; useful objects: brush, comb, soap, shampoo, shaving needs
- Talking about small aches and pains: being able to say that something hurts, stomach ache, toothache, headache, etc.
- Being able to get medical help: being able to talk to medical personnel about self and/or others; knowing the proper vocabulary for the circumstance
- Obtaining medical attention: asking a professional adult for help; understanding directions on how to take medication

### Proficiencies

At the end of this unit students will be able to:

#### Listening:

- understand presentations, dialogues, ads, media announcements related to health and welfare
- correctly identify the parts of the body on a chart
- comprehend simple directions about parts of the body: raise your hand, lift your arm, etc.; follow directions about personal care in an ad; for example, "wash your hair with our shampoo"
- understand someone talking about daily grooming routines
- comprehend questions relative to parts of the body and small ailments

#### Speaking:

- describe parts of the body; initiate and sustain a conversation about oneself and others, exchanging and/or providing personal information
- give someone a description of self or others; getting someone to understand information on health issues
- say if something hurts, head, stomach, foot, describing small ailments in order to get medical attention
- express and describe small pains and aches and be able to get medical attention for self or others

**Reading:**

- understand simple text, short ads and direction on medicine bottles or personal grooming toiletries; understand the use for specific products targeted for personal health needs
- understand a brief dialog between a person describing pains and aches to get medical attention

**Writing:**

- write a brief description of self, or others; label blank parts of a drawing depicting parts of the body
- describe self/others' parts of the body
- write proper definition on diagram of parts of the body
- write a short description of a minor ailment

**Culture:**

- recognize similarities and differences between ways of describing parts of the body, uses of fingers in counting etc.
- draw similarities/differences in idiomatic expressions between the two cultures when speaking of parts of the body
- note differences between obtaining medical services in the two cultures

**Suggested Activities**

Students are asked to:

- label and describe illustrations of parts of the body; work with a partner describing each other or someone in the class;
- present projects, drawings, using the parts of the body;
- draw pictures, paint, outline, figures of different people;
- give an oral description of a picture, drawing, poster depicting the body parts;
- label blanks on pictures, posters, and illustrations;
- play games related to parts of the body: Simon says, *body tombola*, memory, matching, etc.;
- take turns in describing each other, pictures of people and cartoon characters;
- sing songs; recite rhymes; say riddles involving the parts of the body;
- read simple sentences, descriptions of illustrations; read short stories, rhymes, and poems;
- name the parts of the body in Italian; use Italian to describe others; list the common parts of the body;
- describe and talk about their daily grooming routines;
- become familiar with expressions relating to parts of the body and small ailments;
- talk about activities that involve a specific part of the body. Example: to play the piano I use my hands; to play soccer I use my legs;
- describe why they are not feeling well, and need some help from a medical point of view;
- create a conversation based on how someone got injured and cannot participate in his/her activity
- use idiomatic expression to talk about self and others when not feeling well: *Sto male. Ho mal di testa!*
- draw a poster labeling the parts of the body; create a puzzle, a game involving parts of the body;
- talk to someone to get medicine/help in a situation: *Ha un'aspirina? Mi sono slogato/slogata la caviglia;*
- answer questions about insurance/medical services. Where does it hurt? Are you covered by insurance?

**Cultural Components**

- typical daily grooming routines: gender and age appropriate, shaving, washing, combing, braiding, etc.
- getting hurt and not feeling well
- typical sport injuries and small ailments
- use and contrast idiomatic expressions, such as: *Sei in gamba! Hai una faccia brutta. Non avere peli sulla lingua.*

### **Selected Expressions / Vocabulary**

- febbre
- rompersi una gamba o un braccio
- mal di denti
- mal di stomaco
- farsi male
- prendere freddo
- avere peli sulla lingua
- essere in gamba
- dare una mano
- essere in forma.
- Mi scoppia la testa.
- Mi fa un male da morire.

### **Proverbs**

Sano come un cavallo. (Healthy as a horse.)

Mente sana in corpo sano. (Sound of mind, sound of body.)

## Unit: Education

### **Function**

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

### **Situations**

#### **Listening:**

- simple memos, news reporting over the loud speaker, announcements on the radio, television or the internet

#### **Listening/Speaking:**

- informal conversation with peers and teachers, sharing simple ideas with friends and family members

#### **Reading:**

- informal information in local newspapers, public forums, written communications, programs and announcements

#### **Writing:**

- informal note-taking, applications, instructional forms, e-mail messages, simple reports outlining events

### **Topics**

- Different schools
- Type of curricula
- Different subject material
- Daily schedule
- Type of exams
- Field trips
- Grading system

### **Proficiencies**

At the end of this unit students will be able to:

#### **Listening:**

- understand more difficult statements or obtain information by listening to announcements, explanations from teachers, administrators or guidance counselors

#### **Speaking:**

- initiate more complex dialogue about a course of study, what school to apply to, which classes are interesting, what one is learning in a particular course

#### **Reading:**

- understand more complex memos, scholastic directives, instructional guides, program guides

#### **Writing:**

- express preferences in types of schools to attend, of program one would study, impressions about curriculum, comment about likes and dislikes in scheduling, write about time away from school

#### **Culture:**

- recognize the similarities and differences between Italy and the United States in terms of school as an educational or a social institution, understand the role of the school today versus the past, discuss minimum and maximum age requirements

### **Suggested Activities**

Students are asked to:

- role play a student-teacher conference;
- discuss and analyze career opportunities;

- interview with a counselor about aptitudes and interests;
- prepare arguments as to why they deserved a higher grade on an essay;
- prepare a brief speech on a favorite topic;
- describe a favorite teacher and why;
- describe a typical school day;
- write a brief questionnaire to be distributed to students in Italy that would describe why they like or dislike their courses;
- explain to the principal why they were not involved in something for which they are accused;
- prepare a poster that would advertise a school and its best features;
- describe a favorite sport they play in school.

### **Cultural Components**

- grades (*punteggio*)
- *maturità*
- *esame scritto*
- *esame orale*
- *i giorni festivi*
- *le vacanze*
- interests
- future plans
- *università*
- *laurea*

### **Selected Expressions / Vocabulary**

- la stanza
- l'entrata
- l'uscita
- i servizi (i bagni)
- la palestra
- l'auditorio
- i laboratori
- la biblioteca
- le materie
- i corsi
- i clubs
- la squadra di: basket, tennis, calcio, pallavolo, ecc
- la riunione
- l'appuntamento
- i compiti
- punteggio pieno
- la bocciatura
- esami di riparazione

## Unit: Earning a Living

### Functions

- Socializing
- Providing and obtaining information
- Getting others to adopt a course of action

### Situations

#### Listening:

- information from providers of common services in face-to-face or telephone communication

#### Listening/Speaking:

- interaction with providers of common services in face-to-face or telephone communication, informal conversation with peers and familiar adults

#### Reading:

- information provided on signs, memos, notes, ads, magazines, stores, merchandise

#### Writing:

- informal notes, memos, lists, resume

### Topics

- Commonly known occupations
- Summer/part-time employment
- Office hours
- Money/wages
- Vacations/official holidays
- Job situation in Italy

### Proficiencies

At the end of this unit students will be able to:

#### Listening:

- comprehend simple statements and questions, obtain information in interaction with providers of services or conversation with friends/adults

#### Speaking:

- initiate and respond to simple statements and questions, engage in simple face-to-face or telephone conversation with providers of services, peers or adults. Describe objects, report simple actions, situations or needs

#### Reading:

- understand the essential content of information provided to the general public on signs, memos, notes, ads, magazines, newspapers, stores, merchandise, some offices

#### Writing:

- compose a memo, note, list, resume

#### Culture:

- recognize some cultural similarities and differences between Italy and another country (USA or another)

### Suggested Activities

Students are asked to:

- make a list of the most commonly known occupations;
- describe the occupations previously listed (describe tools used and actions to be performed);
- check the Italian official holidays on the calendar and compare them with those of another country (USA or other). They plan their next vacation (when, where, with whom...);
  
- describe their current profession, summer job, volunteer work or occupation at home (hours,

- actions to be performed on the job, negative and positive aspect of the job, simple description of colleagues and boss...);
- role-play a party scene. People socialize. Students (interviewing each other) talk about their current or future/ideal occupation (what it is, actions required, why they like it...);
- role-play a party scene. People socialize. Students (interviewing each other) talk about their favorite vacation (describe where it will be, for how long, with whom);
- role-play a party scene. People socialize. Students describe their past vacation (tell something special, funny, dangerous that happened during a vacation...);
- select pictures showing different professions or work situations from Italian magazines that the teacher brings to class. Show and tell. Define dress codes. Students tell what they need to wear for their current occupation;
- read the job section from Italian newspapers that the teacher brings to class. Discuss some ads;
- role-play a job scene. Students write a memo/e-mail/note to their colleague with simple instructions about organizing a business lunch (call the people, call the restaurants, request a specific menu, ask cost, make reservation...);
- write a simple resume (list any kind of work experience or responsibility they have or have had).

### **Cultural Components**

- wages, benefits
- office hours
- vacations, official holidays
- job situation in Italy
- job situation in another country (USA or other)
- unemployment
- dress codes
- formal/informal relationships
- responsibility, punctuality, curriculum, training

### **Selected Expressions / Vocabulary**

- situazione lavoro, occupazione, disoccupazione
- Che lavoro fa Lei?
- capufficio, datore di lavoro, proprietario, responsabile, superiore, collega
- curriculum vitae, educazione, esperienza
- salario, benefit
- sono in vacanza, sono in malattia
- è un osso duro

### **Proverbs**

Impara l'arte e mettila da parte. (Learn a trade for later use.)  
 Il lavoro nobilita l'uomo. (Work is ennobling.)

## Unit: Leisure

### Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

### Situations

#### Listening:

- news/public service bulletins and announcements, radio and TV commercials, programs and events

#### Listening/Speaking:

- interaction with peers, familiar adults; face-to-face and telephone interaction

#### Reading:

- information provided on posters, programs, ads and limited broadcasting schedules

#### Writing:

- adequate messages and brief descriptions of personal experiences and preferences

### Topics

- Available leisure time: after school, weekends, holidays, and vacations
- Activities: hobbies/sports/other interests, use of media
- Special occasions: religious events, traditions and customs, family occasions

### Proficiencies

At the end of this unit, students will be able to:

#### Listening:

- comprehend statements and questions about leisure

#### Speaking:

- respond to statements and engage in simple face-to-face conversation at an intermediate level about leisure

#### Reading:

- understand suitable material for informative or social purposes concerning the topic of leisure

#### Writing:

- express adequate personal information about leisure time

#### Culture:

- express an understanding of some aspects of Italian culture with regards to the topic of leisure

### Suggested Activities

Students are asked to:

- interview classmates as to their leisure activities and likes and dislikes;
- participate in short cued dialogues related to after-school and weekend activities;
- describe people participating in recreational activities using picture cues;
- write a paragraph on sports or pastimes enjoyed;
- participate in cued dialogues in which they try to persuade a friend to attend a game or other afternoon or weekend event;
- make a one-minute report on a hobby;
- read simple ads from newspapers and brochures on packaged vacations and express their preferences;
- give the names of holidays and mark these on the class calendar;
- view a filmstrip or short video on selected holiday celebrations in Italian and indicate opinions;
- create a greeting card for one of the holidays, with an appropriate short message;

- learn traditional holiday songs;
- form committees to plan a class celebration of a holiday;
- write a short invitation to a particular special occasion;
- respond to the invitation, using appropriate courteous expressions;
- phone a friend, inviting him/her to a holiday event;
- write a simple newspaper article about a special event or occasion; students discuss these;
- write a letter to Santa Claus;
- make a collage depicting the sports events that they prefer (these may be used for TV programs, movies, vacation spots).

### **Cultural Components**

- sports in Italy: *calcio*, skiing, swimming, bicycle riding
- the Italian song Festivals: San Remo, Piedigrotta, etc.
- folklore: costumes in various regions; dances of the regions (these may be taught in class); folk songs: North and South
- religious observances: *Il Giorno di Ognissanto (1.o novembre)*; *Il Giorno dei Morti (2 novembre)*; Christmas Eve Mass; feast days of some important saints: *Santa Lucia, San Giuseppe, Sant'Antonio, Santa Rosalia, San Francesco d'Assisi, Ferragosto, San Gennaro*, etc.
- festivals by regions: *Lo Scoppio del Carro* (Florence); *La Festa del Redentore* (Venice); *Il Palio* (Siena); *Il Festival dei Due Mondi* (Spoleto); *Il Carnevale* (Venice and Viareggio); Venice Film Festival; *Il Maggio Musicale Fiorentino*, etc.
- the main meal at 1 P.M. vs. the evening snack
- *il bar italiano; il caffè all'aperto*
- regional differences in traditions and customs; specialty foods of some cities: Naples, Palermo, Florence, Milano, Bari, Bologna, Rome, etc. Some recipes

### **Selected Expressions / Vocabulary**

- Per quale squadra fai il tifo?
- celebrare (Natale, Pasqua, etc.)
- fare un pisolino
- di pomeriggio ... di sera...
- fare l'aerobica
- fare la merenda
- Leggi i romanzi gialli?

### **Proverbs**

Chi dorme non piglia pesci. (The early bird catches the worm.)  
 Dolce far niente! (How sweet it is to do nothing!)  
 Dal dire al fare c'è di mezzo il mare! (Easier said than done!)

## Unit: Public and Private Services

### Functions

- Socializing
- Providing and obtaining information through communications (telephone, mail, telegram, e-mail); with government agencies (post office, customs, police, embassies and consulates); finances (banks, currency exchange offices)
- Expressing personal feelings
- Getting others to adopt a course of action

### Situations

#### Listening:

- comprehend a brief phone call; news/public service bulletins and announcements

#### Speaking:

- information by interaction on the telephone; buying stamps at the post office; exchanging money at the exchange office

#### Reading:

- brief e-mail messages; printed ads
- know how to look up a telephone number

#### Writing:

- informal notes; information from a phone message

### Topics

- Local merchants
- Using the phone
- Writing a letter to a pen pal
- Buying stamps
- Talking to a policeman

### Proficiencies

At the end of this unit students will be able to:

#### Listening:

- comprehend simple statements and obtain information
- understand ways to respond to a phone call
- understand differences relative to money

#### Speaking:

- initiate and respond to simple statements
- talk on a telephone using familiar vocabulary

#### Reading:

- understand short descriptions and statements about simple ads
- understand a brief dialogue between a person needing some information on stamps and/or money

#### Writing:

- write short messages
- write a short dialogue

#### Culture:

- draw similarities/differences in idiomatic expressions between the two cultures when speaking of banks and post office
- understand differences between currencies and how to exchange money

### **Suggested Activities**

Students are asked to:

- act out a skit about buying stamps;
- describe and talk about currency;
- become familiar with expressions relating to post office and bank;
- talk about activities that involve dealing with a public establishment;
- describe how to explain the need for making a phone call;
- create a conversation based on a brief phone call to a friend;
- use idiomatic expressions to talk about proper telephone etiquette;
- draw a poster labeling the parts of the post office or the bank;
- talk to someone to get information in a situation. Do you know where a public phone is? Can you help me find a bank?;
- answer questions about public services. Where is the nearest phone? Where can I get phone tokens or a telephone card?

### **Cultural Components**

- illustrations with different kinds of telephones, public vs. private phone, age-appropriate drawings
- money, both banknotes and coins with enlarged details. Real money and play money that students can use in recreated situations
- use and contrast idiomatic expressions, such as: *Pronto? Dammi un colpo di telefono!*

### **Selected Expressions / Vocabulary**

- ricevitore
- riagganciare
- inserire
- carta telefonica
- gettone.
- gusto
- interurbana
- locale
- interferenza
- occupato
- Ti dò un colpo di telefono

## Unit: Shopping

### Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

### Situations

#### Listening:

- simple news/public service bulletins and announcements, radio and TV commercials

#### Listening/Speaking:

- face-to-face interaction with providers of public service, informal conversation with familiar adults and peers

#### Reading:

- simple information provided to the public on signs, circulars, billboards, posters, labels, menus, Internet ads

#### Writing:

- shopping lists, market signs, ads, menus, e-mail messages

## Topics

- Shopping centers, specialty shops, department stores
- Neighborhood merchants, markets, staples and everyday purchases
- Main clothing items and accessories
- Interaction with sales staff
- Shopping patterns: time, currency, measurements, prices

### Proficiencies

At the end of this unit students will be able to:

#### Listening:

- comprehend simple statements; obtain information through conversation or from radio/TV commercials about stores and products

#### Speaking:

- initiate and respond to simple statements; engage in simple face-to-face conversation within familiar vocabulary

#### Reading:

- understand the essential content of short, simple ads or information about stores and products

#### Writing:

- express personal needs; compose short messages and/or shopping lists within familiar vocabulary

#### Culture:

- recognize some cultural similarities and differences between shopping in Italy and the US

### Suggested Activities

Students are asked to:

- take the part of the storekeeper in a designated store and show and tell the price of what they sell;
- describe and/or pay compliments to another student about what he/she is wearing;
- tell in which store they need to purchase each item from a shopping list given to them;
- role-play a store scene. One student is the seller, the other is the customer asking for a particular item;
- use bargaining to convince the salesperson to reduce the price of an item;
- discuss each others' outfits (price, where they got it, when etc.. );

- imagine they are going on a picnic and must list what they are putting in their baskets;
- list what clothing they need for winter and what they need for summer;
- imagine they are going on a trip and list what they are putting in their suitcases;
- role-play a store scene. One student is the seller and one is the customer describing the item he/she wants to purchase;
- role-play a dialogue involving two people who need to purchase a gift for a friend (relative, teacher etc.)
- set up the window of a clothing store and label and price the items on display;
- be models at a fashion show and describe what they are wearing;
- prepare for a special occasion party. They will indicate what they will be wearing, what they will be serving, the stores where they will shop and how much they will be spending for each item of clothing and food;
- send a simple e-mail message to an Italian peer proposing the exchange of cards, games or other items.

### **Cultural Components**

- sizes (*taglia, numero*)
- *ipermercati e grandi magazzini (Standa, Upim, Rinascente)*
- *il mercato dell'usato (Porta Portese)*
- *il mercato all'aperto*
- use of credit cards and checks
- bargaining

### **Selected Expressions / Vocabulary**

- i negozi di turno
- i saldi, in saldo
- le svendite, in svendita
- in offerta (speciale)
- a buon mercato/caro
- fare lo sconto
- a prezzo fisso
- tirare sul prezzo
- un capo firmato
- un completo di... (Valentino, Armani...)
- di moda/ fuori moda
- la boutique
- la bancarella
- Quanto viene/vengono?
- le sta bene, le sta/stanno a pennello
- mi piace/mi piacciono un sacco
- Qui ti pelano!

### **Proverbs**

La roba buona non è mai troppo cara. (You never pay too much for good quality.)

Chi non ha denari non vada al mercato. (Those who have no money should not go to market.)

## Unit: Travel

### Functions

- Socializing: greeting, leave-taking, thanking
- Provide and obtain information
- Express personal feelings
- Get others to adopt a course of action

### Situations

#### Listening:

- information and announcements

#### Listening/Speaking:

- informal conversation with peers and adults
- formal conversation/interaction with providers of public services

#### Reading:

- ads, timetables, magazines, brochures

#### Writing:

- informal notes, forms

### Topics

- Transportation: means of public transportation
- Maps, timetables, fares, signs
- Instructions
- Interaction at ticket counters
- Advertisements and promotional information

### Proficiencies

At the end of this unit the students will be able to:

#### Listening:

- understand simple announcements and broadcast information

#### Listening/Speaking:

- provide/obtain information from ticket counter agents, bus drivers, taxi drivers and airport personnel
- ask and give directions using maps and signs
- use appropriate social expressions in dealing with providers of social services

#### Speaking:

- tell where they go on vacation, with whom, how they travel and in what period of the year
- talk about future trips they would like to take in the future

#### Reading :

- obtain information from signs, posters, timetables, maps, and travel brochures

#### Writing:

- write about a trip they have taken
- make a poster advertising a vacation

#### Culture:

- recognize some cultural similarities and differences between Italy and USA
- locate cities and vacation sites in Italy
- make a simple itinerary around Italy

### Suggested Activities

Students are asked to:

- role-play a scene at a ticket counter of a train station, airport etc.;
- look at road signs and match each one with its meaning;
- describe a trip already taken (mode of transportation, destination, length, sites of interest);

- describe an imaginary future trip to Italy;
- make a travel poster or a travel brochure on a particular city or area in Italy persuading tourists to spend their vacations there;
- use a real plan of an Italian city, and give directions to different points of interest;
- role-play a dialogue between a tourist and a policeman to get directions;
- fill in personal information on an airline ticket;
- write to a pen pal about a real or imaginary trip;
- view a video of important Italian cities and sites in Italy;
- follow directions on a map listening to a tape;
- locate people listening to a dialogue;

### **Cultural Components**

- holidays, vacation periods in Italy: *il Ferragosto, il Carnevale, il campeggio, l'autostop, il "ponte", il viaggio studio, la gita scolastica, l'Italia politica e fisica*
- main offices and services at the train station, the airport, the city
- vacation sites: *la montagna, il mare, la campagna*
- main Italian cities and their points of interest.
- *Il Rapido, l'Accelerato, il Pendolino, l'Espresso, la Freccia del Sud, la Conca d'Oro*

### **Selected Expressions / Vocabulary**

- Scusi, per favore, mi sa dire dov'è...?
- No, mi dispiace
- Scusi, c'è un ristorante / bar / supermercato / ufficio postale, ecc., qua vicino?
- Non so, mi spiace
- Vorrei un biglietto di andata e ritorno
- Vorrei un biglietto di sola andata
- Il treno è in ritardo/in anticipo
- A causa dello sciopero, i voli sono cancellati

### **Proverbs**

Natale con i tuoi, Pasqua con chi vuoi. (Christmas with your family, Easter wherever you wish.)  
 Tutto il mondo è paese. (The world is the same everywhere.)  
 Paese che vai usanza che trovi. (When in Rome, do as the Romans do.)  
 Chi va piano va sano e va lontano. (Haste makes waste.)  
 Tutte le strade portano a Roma. (All roads lead to Rome.)  
 Meglio tardi che mai. (Better late than never.)

## Unit: Current Events

### Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

### Situations

#### Listening:

- news about current events, classic and modern Italian music, economic and political news

#### Listening/Speaking:

- interaction with the instructor, with other students and special guests on Italian contemporary issues

#### Reading:

- brochures, charts, posters, comics, short poems, songs, plays, ads, bulletins, newspapers, magazines

#### Writing:

- simple sentences about Italy in Europe, its main cities
- description of Italian political parties

### Topics

- Miscellaneous news
- The world of the Arts, politics, economics, and rights

### Proficiencies

At the end of this unit, students will be able to:

#### Listening:

- comprehend brief dialogues from movies and plays; understand simple news on radio and TV

#### Reading:

- read brief novels, passages, ballads, simple folk printed materials about popular customs and traditions

#### Writing:

- write letters and e-mail messages to Italian-speaking peers giving information about institutions and society

#### Culture:

- analyze cadence and rhythm of the Italian language and compare to their own

### Suggested Activities

Students are asked to:

- debate several cultural issues (political, economic, social, religious);
- learn and understand symbolisms;
- describe values through novels (i.e., *Cuore*, *Pinocchio*), institutions (i.e., *Liceo Classico*), customs (i.e., *La Vespa*, *la pasta*);
- listen to Italian rock and pop songs and fill blank spaces for missing words in the text of songs distributed by the instructor;
- describe personal trips to Italy;
- set an answering machine and record on it;
- install a "Lab" with photos, images, products, sounds, films, posters, voices, tastes, odors, and smells of Italy;
- create, "write" a book with thoughts, images, and drawings of the scholastic year;
- subscribe to an Italian magazine;

- search and collect names and addresses of Italian non-profit organizations.

### **Cultural Components**

- frequency of shaking hands in Italy
- being formal with gestures and expressions
- Italian attitudes for politics
- *1.o maggio: Festa del Lavoro!*

### **Selected Expressions / Vocabulary**

- Azienda Italia
- Bologna, la rossa, la grassa
- democrazia
- rima (baciata, alternata)
- messa in scena
- rappresentazione