

# Curriculum Guide K-12

## Pre-Checkpoint

### Unit: Personal Identification

#### Functions

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

#### Situations

##### Listening:

- comprehend fairy tales, riddles, simple announcements, radio/ TV commercials

##### Listening/Speaking:

- informal conversations with peers and familiar adults; participation in games, drama, role playing

##### Reading:

- simple information provided on signs and ads from children's newspapers and magazines; read selections from authentic texts of children's literature

##### Writing:

- notes, post-cards, small dialogues and short e- mail messages to peers

#### Topics

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

#### Proficiencies

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

##### Listening:

- understand oral messages, presentations, anecdotes, fairy tales and other children's literature
- comprehend the main ideas of simple radio/TV commercials and programs

##### Speaking:

- initiate and respond to simple statements about personal data to peers or to familiar adults either in person or by telephone
- sing children's songs, recite rhymes
- describe characters and major events from children's literature

##### Reading:

- understand simple selections from authentic texts such as children's magazines, comic books, and children's literature
- comprehend the main idea of simple ads

##### Writing:

- write a variety of short texts (notes, letters, e- mail messages) to peers describing themselves

##### Culture:

- recognize some cultural similarities and differences in the patterns of behavior of Americans and their Italian peers regarding family and friends

## **Suggested Activities**

Students are asked to:

- listen and comprehend fairy tales, fables, anecdotes, riddles, simple announcements, and brief commercials on radio and TV
- produce projects (drawing, painting, pottery, dioramas) of cartoons, toys, masks, puppets that are typical of Italian tradition
- draw own family tree
- celebrate Italian Carnival dressing as Arlecchino, Pulcinella, Pantalone, Colombina, etc.
- draw and describe things related to their month of birth
- role play a fairy tale
- give an oral description of typical Italian fictional characters such as Calimero, Topo Gigio, Pinocchio, la Befana, etc.
- give a title for a picture, paragraph, cartoon, etc.
- play Italian educational games such as puzzles with letters and images, “La tombola figurata”, “La”, “Memory animali”, Memory Italy”, “Mima Mima”, Sapientino, etc.
- play the part of famous or familiar people. The class will guess who they are, by asking yes/no questions
- take pictures of classmates, friends, family members, communities and write a short description of each picture
- sing Italian traditional songs and/or selected songs from “Lo Zecchino d’Oro”
- make lists of items necessary to plan personal activities (dressing in the morning, preparing for bed, go swimming, etc.)
- read simple ads in magazines and newspapers
- write postcards or brief letters to Italian penpals and/or classmates giving and asking information about them, their favorite sports, readings, movies, etc.
- chat on Internet with Italian peers or classmates
- use all academic disciplines and social activities to elicit opportunities for using Italian ( i.e. geography, name the continents in Italian, Math, learn Roman numerals; science; name parts of the body, etc.)

## **Cultural components**

- dates are written with the day first and then months
- celebration of name day along with birthday
- greeting is done with “double kiss”
- telephones work with coins, phone card, and token
- Italian names
- Italian calendar
- basic measure ( height, weight) in metric system

## **Selected Expressions / Vocabulary**

- spilungone, cicciottello, paffuto, bugiardo, furbo, carino, disabile
- compiere gli anni
- codice di avviamento postale (C.A.P.)
- 113 - numero di emergenza
- cellulare/telefonino, carta telefonica
- paghetta
- dormire come un angioletto
- sembrare un pulcino bagnato

## **Rhyme**

Trenta giorni ha novembre, con april, giugno e settembre; di ventotto ce n’è uno, tutti gli altri ne han trentuno

## **Unit: House and Home**

### **Pre-Checkpoint**

#### **Functions**

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

#### **Situations**

##### **Listening:**

- comprehend nursery rhymes, simple stories

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

- sustain simple conversations with peers and adults

##### **Reading:**

- simple stories/dialogues

##### **Writing:**

- lists/informal notes

#### **Topics**

- Types of lodgings: house/apartment
- Names of rooms
- Names of furnishings

#### **Proficiencies**

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

##### **Listening:**

- recognize names of rooms and furnishings; comprehend simple statements and questions; comprehend ordinal numbers (1-100) and cardinal numbers (1-10)

##### **Speaking:**

- give name and function of rooms and furnishings of a house/apartment; tell what he/she does in each room; can recite ordinal numbers (1-100) and cardinal numbers (1-10)

##### **Reading:**

- simple dialogues and simple stories

##### **Writing:**

- informal lists and notes

##### **Culture:**

- recognize some cultural similarities and differences

#### **Suggested Activities**

Students are asked to:

- draw a house then write a paragraph describing it
- take a poll and draw a graph indicating who lives in a house and who lives in an apartment
- draw a room with furnishings; work in pairs: tell each other name and function of each object
- play bingo with pictures
- bring in cut-outs of rooms and furnishings; get together with a partner and tell what they are; what color they are; are they beautiful or ugly
- draw picture of their house; make collage of all pictures to form a town/neighborhood; display
- draw objects in a house (Disegna una sedia; disegna due divani, ecc.)

- play guessing games re: function of furnishings or function of rooms (ex. We go to sleep in it every night. What is it?)
- work in pairs to complete partial maps of a neighborhood block. Each map has incomplete information on it. For example, if Map A has an address written next to the house, Map B would indicate the name of the person who lives in the house. Without letting each other see their maps, Partners A and B ask each other questions to find out who lives where and what the address is
- give the teacher one item which is found in their home; next student must repeat statement and add one more item to the list. Continue adding on to it for as long as possible (Nella mia casa c'è...)
- come up to the front of the room, pick the name of an item out of a mystery box and then draw such item on the blackboard. Then the class will guess the name of the object
- do word search and crossword puzzles

### **Cultural Components**

- shortage of housing
- family unit usually includes grandparents
- prominence and importance of church in small town living

### **Selected Expressions / Vocabulary**

- Dove abiti?
- C'è \_\_\_\_\_ (nome del bambino)?
- A telefono: Pronto!
- Chi parla?
- Aspetti!

### **Proverbs**

Chi dorme non piglia pesci. (The early bird gets the worm.)

## **Unit: Family Life**

### **Pre-Checkpoint**

#### **Functions**

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

#### **Situations**

##### **Listening:**

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

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

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

##### **Reading/Writing:**

- informal notes to or from immediate family members

#### **Topics**

- immediate family members
- family activities: birthdays, special occasions, holidays, family gatherings, related activities, etc.

## **Proficiencies**

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

### **Listening:**

- comprehend simple statements and questions about immediate family members

### **Speaking:**

- respond to simple statements and engage in simple face-to-face conversation at a very elementary level

### **Reading:**

- understand simple material for informative or social purposes

### **Writing:**

- express basic personal needs to immediate family members

### **Culture:**

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

## **Suggested Activities**

Students are asked to:

- do crossword puzzles to reinforce vocabulary
- do word search puzzles
- converse with a peer in face-to-face conversation which will include: family size and names of family members
- identify immediate family members and relationships through simple descriptions and associations
- label immediate family members in a drawing or on a photo
- express to their family or peers how they feel about their immediate family members in a face-to-face interaction
- make a card (holiday, thank you, etc.) in Italian and address it to a family member
- persuade their family member to give them some ice cream, food, etc, in a face-to face interaction with parents or sibling
- 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 an Italian 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

## **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**

- 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...

### **Proverbs**

Il sangue non è acqua  
 Tale padre, tale figlio  
 Il limbo sciocco, quel che vede mette in bocca  
 Buon marito, buona moglie  
 Amor di madre non di dispute

## **Unit: Community/Neighborhood Pre-Checkpoint**

### **Functions**

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

### **Situations**

#### **Listening:**

- comprehend information about local stores, neighborhood

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

- sustain interaction with providers of common public and religious services
- Reading: signs, billboards, posters, labels, ads, short newspaper articles

#### **Writing:**

- notes, forms, lists

### **Topics**

- Community activities associated with local facilities
- Shopping facilities; market and supermarket
- Recreational opportunities: movies, theater, parks, etc.

### **Proficiencies**

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

#### **Listening:**

- understand basic oral messages, live presentations, anecdotes about community/neighborhood
- comprehend the main ideas of simple radio/television ads and programs
- Speaking: provide simple information on recreational facilities of their town
- express and obtain information about local stores and other facilities
- obtain and provide information regarding common community/ neighborhood activities
- give and follow directions from one location to another
- state where one facility is located in relation to another

#### **Reading:**

- understand signs of local stores, newspaper ads, notes from pen pals concerning community/neighborhood
- understand basic short stories about their neighborhood, town, or city
- read simple public announcements, maps, schedules, documents

#### **Writing:**

- write a brief description of their immediate neighborhood; give directions to one or several stores

- list the shops and other facilities nearby
- label the names of buildings found on postcards, magazines, newspapers
- list some recreational activities available in their community/ neighborhood

### **Culture:**

- recognize some cultural similarities and differences between their town/city and that of their Italian peers

### **Suggested Activities**

Students are asked to:

- identify landmarks, building and recreational facilities using pictures, transparencies, and maps
- practice vocabulary by describing activities cued by visuals
- interview peers about which activities are available in their community and the ones in which they engage. The findings are summarized and reported to the class. A list of all activities are made available
- create brochures describing seasonal activities offered in their community
- prepare a collage/project illustrating neighborhood activities, and describe it orally
- participate in a cued dialogue, informing a newcomer of available activities and inviting him/her to participate
- write a note to a new friend, inviting him/her to a community activity. The notes are answered by pairs of students
- create a picture sequence of people engaging in recreational activities with one-sentence captions in Italian
- create a collage of favorite recreational activities of class members, and make a presentation to the class
- create an illustrated chart showing percentages or number of class members who engage in/prefer certain recreational activities
- follow and give directions from a map provided by the teacher
- listen to statements regarding the location of one place in comparison to another on a given map. Tell whether the statement is true or false

### **Cultural components**

- a typical piazza in an Italian town: municipio, church, school, stores
- the importance of the church to Italian towns
- shopping: specialty shops vs. supermarket; tabaccaio
- la passeggiata
- il bar

### **Selected Expressions/Vocabulary**

- Scusi/Scusa ...
- Dov'è' ... ?
- Per piacere/favore
- il negozio è aperto/chiuso
- a turno
- girare
- a destra
- a sinistra
- sempre dritto
- vicino a
- lontano da
- davanti a
- il quartiere
- magazzino

## **Proverbs**

Tutto il mondo è paese. (Everything is the same the world over.)

Paese che vai usanza che trovi. (When in Rome, do as the Romans do.)

## **Unit: Physical Environment**

### **Pre-checkpoint**

#### **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:**

- physical features and sequence of days and months

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

- informal conversations with peers and adults

##### **Reading:**

- holidays in the Italian calendar, signs, billboards

##### **Writing:**

- brief informational sentences through recombination of learned vocabulary and structures

#### **Topics**

- Physical features: big city, small town, village, country, geography of the area
- Climate and weather: the days of the week, the months and the name of the seasons; temperature and weather
- Quality of environment: opportunities for recreation and entertainment

#### **Proficiencies**

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

##### **Listening:**

- comprehend the main idea of a simulated broadcast; proficiency shown through pictures
- comprehend short conversations of basic statements and questions related to topics
- comprehend idiomatic weather and calendar expressions
- distinguish type of weather

##### **Speaking:**

- sustain short conversations related to understanding of the sequence of days of the week and months
- name the seasons
- say idiomatic expressions
- understand opportunities for recreation and entertainment related to weather

##### **Reading:**

- understand the essential content of signs, billboards and weather reports

##### **Writing:**

- write a simple sentence regarding physical features, months, and weather

##### **Culture:**

- recognize some similarities and differences of cultural lifestyles related to physical environment (small towns, village, holidays)

#### **Suggested Activities**

Students are asked to:

- practice physical features, days, months, seasons, weather expressions cued by modeling, flash cards, visuals
- practice weather conditions, cued by visuals
- make a daily report giving the date and weather conditions assigned on a rotating basis
- list their two favorite days of the week
- list their four favorite months in rank order
- match seasons with visual cues
- identify where they live (city, town, etc.)
- interview peers about where they live and where the members of their relatives and friends live
- describe orally various physical environments cued by visuals
- practice (review) and identify vocabulary on physical features and weather
- given the situation, finish the sentence:  
fa freddo, andiamo \_\_\_\_\_  
fa caldo, andiamo \_\_\_\_\_.
- use temperature expressions to find a hidden object in the classroom
- prepare a weather report for newspaper, radio or television using weather map and props
- prepare a brief report on the physical environment of Italy and present it to the class
- role playing in the form of a dialogue: a group of friends deciding what activities to do, specifying the weather. Example: It's sunny and we are going to the beach.
- listen to and learn songs related to special occasions: birthday, Christmas
- view the pictures of the months (try to find pictures of months that depict culturally significant events: for example: Carnevale di Venezia, Natale, La Befana, Mother's day, Father's day, Independence day, Columbus day). They are asked: "Indica la illustrazione che rappresenta aprile, tocca aprile, prendi aprile, passa aprile," and so on. Students repeat this procedure with the other months. Teacher holds up two months and continues this exercise so that the students must decide which picture is being talked about (For example, while holding May and October, teacher says "indica maggio, tocca ottobre, prendi maggio e passalo a Giuseppe," and so on). New commands, such as "metti aprile su settembre, passa giugno allo studente all tua sinistra, metti gennaio sul naso, and so on are added.
- practice the simple weather expressions, such as "indica un mese quando fa freddo" or tocca un mese quando fa caldo, indica un mese estivo"

### **Cultural Components**

- Italian calendar: saints and name-day (onomastico)
- the Italian date: day first (cardinal number except the first day of the month), month (in small letters), year
- the "Sagre" and "Processioni" in small towns and villages
- seasonal dwelling concept: city, countryside, seaside, mountains
- some holidays, festivities, and events during each season:  
Autumn: school starts  
Winter: school: Christmas vacation (from Dec. 20-21 to January 7)  
- Christmas (Natale) and "Santo Stefano" (Dec. 26)  
- Jan. 6<sup>th</sup>: "La Befana"  
- Feb. Or March: "Il Carnevale"  
Spring: Easter, Easter Monday (Pasquetta)  
- school: Easter vacation  
- April 25<sup>th</sup> : Liberation day  
Summer: school: summer vacation  
- June 2<sup>nd</sup>: National day  
- August 15<sup>th</sup>: "Ferragosto" (middle of annual vacation almost for all Italian)  
- "Sagre paesane" (small town feasts)

### **Selected Expressions / Vocabulary**

- certezza
- comprensione
- delusione
- determinazione
- differenza enorme
- dimenticanza
- discorso
- distruzione
- divertimento
- durata brevissima
- divertimento
- durata brevissima
- freddo glaciale
- caldo infernal
- freddo come il ghiaccio
- chiaro come il sole
- fuori stagione
- piovere a catinelle
- rompere il ghiaccio
- battere i denti dal freddo

### **Proverbs**

Toccare il cielo con un dito. (You can touch the sky with a finger.)

Cambiare di umore come il tempo. ( To change like the weather.)

Chi ride di venerdì, piange di domenica. (He who laughs on Friday, will cry on Sunday.)

Oggi a te, domani a me. (What goes around, comes around.)

Rosso di sera: buon tempo si spera; rosso di mattina, la pioggia si avvicina. (If it's red in the evening, it will be nice weather tomorrow; if it's red in the morning, rain is nearing.)

Natale on i tuoi, Pasqua con chi vuoi. (Spend Christmas with your family and Easter with whomever.)

Paese che vai, usanza che tove. (When in Rome, do as the Romans do.)

### **Meal-taking Pre-checkpoint**

#### **Functions**

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

#### **Situations**

##### **Listening:**

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

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

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

##### **Reading:**

- simple 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, interaction with waiters, socializing
- 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

#### **Speaking:**

- initiate and respond to simple statements and questions
- engage in simple face-to-face conversation with providers of public services, friends or relatives
- describe objects, simple actions, situations or needs. Express preferences

#### **Reading:**

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

#### **Writing:**

- compose a shopping list, recipe, express preferences

#### **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:

- draw or list all their favorite foods
- make a list of food they don't like
- describe what they usually eat for breakfast, lunch, dinner, snack
- write their favorite menu (what they like to eat at the restaurant)
- play a guessing game "the ingredient." Bring simple food in class (sale, zucchero, pane, marmellata...) A student at the time, blindfolded, tastes one food and says what it is
- bring an Italian cook book to class or connect to Internet and search/download Italian recipes. Students choose, among different recipes, a simple one to prepare in class the following time
- choose food advertisements; show and tell from Italian magazines brought to class by the teacher
- bring one or more empty boxes of some Italian products (pasta, tomato cans, cookies, bread, coffee...) Show and tell; specify ingredients for each product, describe color and shape of box and 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
- prepare a "Listino Prezzi" for a bar. Role-play a bar scene. One client asks a friend what he/she wants to drink; then he/she orders and pays at the counter. Interaction between friends and among bartender and clients. Ask where the toilette is
- form groups and prepare the menu for a restaurant. After exchanging menus among the groups,

- each group plays a restaurant scene (interaction between waiter and client)
- role-play a phone call: invite someone for dinner and ask what he/she likes to eat, give time and details for dinner. Write menu and shopping list for dinner
- compare Italian holidays and traditional recipes with those of another country (USA or other)

### **Cultural Components**

- Italian food and eating habits, meals and time, fast food
- cooking at home, ingredients, recipes, measurements — regional and traditional food
- Italian regions

### **Selected Expressions / Vocabulary**

- cosa desidera? Vorrei
- cosa prendi? Prendo...
- buon appetito! Grazie, prego
- ristorante, bar, trattoria, pizzeria, listino prezzi
- il conto, il resto, la mancia
- il cameriere, la cameriera, il menù, aperitivo, antipasto, primo, secondo, contorno, dolce
- scotto, al dente
- buono, cattivo
- scusi, dov'è la toilette? Scusi dov'è il bagno?

### **Proverbs**

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

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

## **Unit: Health and Welfare**

### **Pre-Checkpoint**

#### **Functions**

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

#### **Situations**

##### **Listening:**

- comprehend riddles, short poems, rhymes about the parts of the body

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

- be able to participate in games, role playing, recite rhymes/songs about parts of the body

##### **Reading:**

- read simple information provided on posters, signs, flash cards; read short selections from children's books

##### **Writing:**

- label posters, label puppets with parts of the body; write a brief description of self

#### **Topics**

- Parts of the body: puppets, clown faces, comical pictures and cartoons may be used to introduce the parts of the body
- Daily grooming routines: describe daily grooming routines, referring to parts of the body; useful objects: brush, comb, soap, shampoo
- Talking about small aches and pains: being able to say that something hurts: stomach ache, toothache, headache, etc.

- Obtaining medical attention: asking a caretaker, teacher, nurse, responsible adult for help; understanding directions

### **Proficiencies**

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

#### **Listening:**

- understand presentations, fairy tales, rhymes about parts of the body
- comprehend simple directions about parts of the body: “raise your hand”, “lift your arm,” etc.

#### **Speaking:**

- describe parts of the body, in a skit, game song, rhyme
- describe parts of the body of a puppet, doll, picture
- sing a song, recite a rhyme or poem about the parts of the body; for example: Simon Says
- say if something hurts: head, stomach, foot

#### **Reading:**

- understand simple riddles, rhymes, songs, poems about parts of the body
- understand a skit, short story of a description of a person, of a human body

#### **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

#### **Culture:**

- recognize some cultural differences and/or similarities regarding health and welfare services between the two cultures

### **Suggested activities**

Students are asked to:

- label and describe illustrations of parts of the body, through rhymes, songs, and riddles
- present projects, drawings, cartoons, toys, puppets, 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 describing each other, pictures of people and cartoon characters
- sing songs, recite rhymes, and say riddles involving the parts of the body
- read simple sentences, descriptions of illustrations, 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

### **Cultural Components**

- illustrations with parts of the body, age appropriate drawings, child vs. adult, boy vs. girl; skeleton might offer a humorous approach
- faces with exaggerated details such as a clown face, popular male or female model, and drawings that students can complete/color according to age group
- getting hurt and not feeling well
- parts of the body properly illustrated for the students age and maturity level
- rhymes/songs and expressions used to talk about parts of the body and health related topics
- similarities and differences between ways of describing parts of the body, uses of fingers in counting etc.

### **Selected Expressions / Vocabulary**

le manine  
 piedino  
 casino

battere le mani  
muovere la gamba  
alzare le braccia  
febbre  
rompersi una gamba o un braccio  
mal di denti  
mal di stomaco  
farsi male

## **Unit: Education**

### **Pre-checkpoint**

#### **Functions**

- 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**

- Simple types of schools
- Subjects
- The school year, holidays
- Grades, exams

#### **Proficiencies**

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

##### **Listening:**

- understand simple memos, simple loud speaker announcements, radio, TV and internet announcements

##### **Speaking:**

- initiate simple conversations with peers, teachers and family members

##### **Reading:**

- understand simple written communications such as programs, newspaper announcements and official forms

##### **Writing:**

- write a variety of short notes, e-mail messages describing simple school information

### **Culture:**

- recognize some cultural similarities and differences between schools in Italy and the United States

### **Suggested Activities**

Students are asked to:

- role play a simple conversation with a guidance counselor about classes to register for
- imagine being in front of the class describing one's place of birth
- describe what kind of extracurricular activities they are interested in
- prepare a project with visuals to present in front of the class
- try to convince a teacher that the educational system is better in Italy than in the United States
- describe a favorite teacher and explain why he/she is great
- explain why they did not go to school on a particular day and present an excuse note
- prepare a postcard, write it and send it to a friend describing the first day of school
- make a list of assignments and a timetable of completion
- describe to their parents why school is exciting or boring
- ask the principal for a letter of recommendation for admission to the university
- report on a field trip to a local museum
- write to a penpal about hobbies and interests

### **Cultural Components**

- school hours
- requirements for graduation
- grading system
- discipline procedures
- homework policies
- testing regulations
- school supplies
- student-teacher relations
- differences in extracurricular activities
- remediation
- holidays

### **Selected Expressions / Vocabulary**

- la disciplina
- l'assenza
- il curricolo
- il castigo
- alzare la mano
- fare l'esame
- punteggio pieno
- maturità classica
- fare il liceo
- fare lo scientifico

### **Unit: Earning a Living Pre-checkpoint**

#### **Functions**

- Socializing
- Providing and obtaining information

- Getting others to adopt a course of action

### **Situations**

#### **Listening:**

- simple information from providers of common services in face to face communication

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

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

#### **Reading:**

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

#### **Writing:**

- informal notes, lists

### **Topics**

- Commonly known occupations
- Summer/part-time employment
- Office hours, money/wages
- Vacations, official holidays

### **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 peers

#### **Speaking:**

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

#### **Reading:**

- understand the essential content of short, simple information provided on signs, notes, memo, ads, magazines, stores, merchandise

#### **Writing:**

- compose simple notes or list

#### **Culture:**

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

### **Suggested Activities**

Students are asked to:

- draw/sketch/find pictures of commonly known occupations
- draw/sketch/find pictures of their future/ideal occupation. They also draw and name (with the help of the teacher or dictionary) the tools required by that occupation (e.g. dottore, borsa, siringa, ago, ferri, medicine...)
- describe and list the actions and verbs required by their future/ideal occupation (e.g. cantante=cantare, provare, leggere la musica, suonare, fare un concerto)
- on a calendar check the Italian official holidays and compare them with those of another country (USA or other)
- play a guessing game "the right man for the job." The teacher prepares some question-cards with matching solution-cards. The question-cards say something like "Quando sei malato..." "Per ordinare la cena..." "Quando la macchina è rotta..." The solution cards (to be matched by students) say "...chiami il dottore", "...chiami il cameriere", "...chiami il meccanico"
- describe their current profession, summer job or occupation at home. They give a generic description of the actions to be performed on the job

- select pictures showing different professions or work situations from magazines the teacher brings to class. Show and tell. Give description of clothing
- role-play a summer job scene: one student at the time is the bartender, all the others are clients. The waiter takes orders and special requests from clients
- role-play different scenes (the hotel, the station, the airport etc...): someone calls for information, the person in charge answers and gives prices, schedules, directions, etc...
- describe their ideal vacation (having only one week's time what they prefer to do...)
- write, exchange and read a simple office-memo (e.g. "telefona al cliente", "prenota l'albergo" "l'appuntamento è alle nove"...) )

### **Cultural Components**

- wages
- office hours
- vacation
- official holidays
- formal/informal relationships
- dress codes
- being punctual

### **Selected Expressions / Vocabulary**

- lavoro, ferie
- lavoro part-time, a mezza giornata, lavoro estivo
- capo, collega
- paga, stipendio
- guadagnare, pagare
- appuntamento

### **Proverbs**

Impara l'arte e mettila da parte. (Learn a trade for later use.)

### **Unit: Leisure Pre-checkpoint**

#### **Functions**

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

#### **Situations**

##### **Listening:**

- simple information from bulletins, announcements provided on radio and TV concerning leisure time

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

- basic conversation with peers and adults

##### **Reading:**

- simple articles from newspapers, magazines on the topic of leisure

##### **Writing:**

- simple forms and informal notes

### **Topics**

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

### **Proficiencies**

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

#### **Listening:**

- comprehend simple statements and questions about leisure

#### **Speaking:**

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

#### **Reading:**

- understand simple material for informative or social purposes

#### **Writing:**

- express basic personal information about leisure time

#### **Culture:**

- express an understanding of some aspects of Italian leisure time and activities

### **Suggested Activities**

Students are asked to:

- provide/obtain information on sporting and cultural events and activities through newspapers, magazines, TV program schedules
- identify sports and other activities from visual cues
- participate in short cued dialogues related to after-school and weekend activities
- describe people participating in recreational activities using pictured cues
- write a short paragraph on sports or pastimes they enjoy
- participate in survival situations (new students in school)
- invent one-sentence captions for pictures showing vacation activity
- write a short paragraph on where they are going to go on their next vacation and list activities they will engage in while there
- participate in basic survival situations involving family
- planning for the next vacation
- view a filmstrip or video on selected holiday celebrations in Italy
- create a calendar of all holidays celebrated in Italy
- create a chart of holiday foods for various regions of Italy
- read basic descriptions of specific traditions or customs in Italian
- write a simple invitation to a particular occasion
- participate in a cued dialogue in which they call a friend to invite him/her to a special occasion
- write a simple newspaper article about a special event or occasion
- survey classmates regarding sports or leisure activities they like or dislike and compile a summary
- prepare a "dream" sheet for their ideal vacations, listing activities and companions
- prepare a simple poster on a particular city or area in Italian persuading tourists to spend their vacation there
- write a paragraph on where they are going on their next vacation and list activities they will engage in while there
- create a chart of holiday foods by committee
- write a brief invitation to a particular occasion
- prepare a brief radio or TV sports report or movie report

### **Cultural components**

- holidays: l'onomastico vs. compleanno; Natale; Capo d'anno; Epifania (la Befana) vs. Santa

- Claus; Pasqua; Ferragosto
- Pesce d'Aprile
  - the passeggiata in Italy
  - traditions and customs: meals on certain festive occasions: Pasqua, Natale, Vigilia di Natale, Capo d'anno
  - gift giving: Natale, L'Epifania, l'Onomastico, il Compleanno, weddings, baptisms
  - the piazza in Italy — its importance; the church in small towns
  - calcio vs. football in America; bicycle riding (Il Giro d'Italia), skiing, swimming, tennis, etc.
  - television and its importance in Italy
  - the Lira; rate of exchange compared to American money

### **Selected Expressions / Vocabulary**

- passatempo
- suonare vs giocare (Suono la chitarra e gioco a tennis.)
- Mi piace (ti piace) giocare a... (calcio, baseball, etc.)

### **Proverbs**

Volere, potere, fare. (Where there is a will there's a way.)  
 Tutti i gusti sono gusti. (Each to his own taste.)

## **Unit: Public and Private Services**

### **Pre-checkpoint**

#### **Functions**

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

#### **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:**

- a brief e-mail message; 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 dialogues and obtain information on the phone
- understand ways to respond to a phone call
- understand differences relative to money

### **Speaking:**

- initiate and respond appropriately to simple dialogues
- talk on a telephone using familiar vocabulary and specific telephone etiquette

### **Reading:**

- understand short descriptions and statements about simple ads; understand directions printed on a public telephone
- understand a dialogue between a person needing some information on stamps and/or money

### **Writing:**

- write telephone messages, know the proper vocabulary for area code –prefisso telefonico, centralino, operatore
- write a dialogue taking place on the telephone or at a bank or post office

### **Culture:**

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

### **Suggested Activities**

Students will be asked to:

- act out a skit about buying stamps/tokens/telephone card
- describe and talk about currency, exchange rates and understanding how to read prices
- become familiar with expressions relating to post office and bank
- talk about activities that involve dealing with a public establishment
- describe how to explain what's needed to make a phone call
- create a conversation based on a brief phone call to a friend
- use idiomatic expression to talk about proper telephone etiquette, view a film section on a screen of a telephone scene, make observations and discuss in a group
- label a picture with the parts of the telephone or post office or the bank
- act out a situation talking 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 and give information about public services. Where is the nearest phone? Where can I get phone tokens or a telephone card?

### **Cultural Components**

- differences between different kinds of telephones, public vs. private phone, il cellulare, differences on uses of cellular phones
- money exchange rates from a daily newspaper. Convert real currency 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
- guasto
- interurbana
- locale
- interferenza
- occupato
- idiomatic expressions: Ti do un colpo di telefono.

## **Shopping Pre-checkpoint**

### **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:**

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

#### **Reading:**

- simple information on stores and merchandise provided to the public on signs, circulars, billboards

#### **Writing:**

- informal notes, simple e-mail messages, shopping lists, market signs, ads

### **Topics**

- Neighborhood merchants, markets
- Staples and everyday purchases
- 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 in conversation or from radio/TV commercials about markets and products

#### **Speaking:**

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

#### **Reading:**

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

#### **Writing:**

- express personal needs, compose short messages and/or shopping lists within very 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
- prepare a shopping list for a dinner party  
(some vegetarians will attend)
- tell which store they need to purchase each item after being given a shopping list
- role play a store scene. One student is the seller, the other is the customer asking for a particular

item

- imagine being in front of a fruit stand pointing to items and asking for prices
- set up their fruit stand and label and price each item
- imagine going on a picnic and list what they are putting in their baskets
- describe and/or give compliments to another student about what he or she is wearing
- list what clothing they need for winter and what they need for summer/winter
- imagine going on a trip and list what they are putting in their suitcases

### **Cultural components**

- italian currency
- weight/measurement: chilo, etto, litro
- shop hours
- what is sold and not sold in Italian supermarkets
- seasonal sales (versus holiday weekend sales)

### **Selected Expressions / Vocabulary**

- i saldi
- fare la spesa/fare le spese
- il supermercato/il negozio di alimentari
- il carrello
- il negozio di abbigliamento
- la t-shirt
- la felpa

### **Proverbs**

Chi più spende meno spende. (Those who spend more spend less in the long run.)

### **Unit: Travel**

#### **Pre-checkpoint**

#### **Functions**

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

#### **Situations**

##### **Listening:**

- commands, simple announcements

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

- informal conversation with peers

##### **Reading:**

- simple information provided on posters, timetables

##### **Writing:**

- simple descriptions of personal preferences

#### **Topics**

- Means of transportation
- Timetables, signs
- Vacations

### **Proficiencies**

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

**Listening:**

- perform total physical response
- recognize different types of transportation
- obtain and give information about timetable and signs

**Speaking:**

- ask and say the time
- express their preferences

**Reading:**

- obtain information from timetables and signs

**Writing:**

- express their preferences

**Culture:**

- locate main cities and vacation sites on a map of Italy
- recognize some cultural similarities and differences between traveling and vacationing in Italy and the US

**Suggested Activities:**

Students are asked to:

- color the pictures of different means of transportation
- draw and color pictures for every month
- memorize the days of the week and the month and say when their birthdays are
- dramatize short cued dialogues at the station or/and at the airport
- guessing game:” Dove va in vacanza?” the students have to guess where somebody goes on vacation for the things that are in his suitcase.
- play a guessing game: “Che cosa c’è nella valigia?”
- interview classmates as to how they come to school and then, make a chart
- play a game: divide the class in small groups. Every student will have a symbol of a mean of transportation in a different color. At a command they have to go to the place they belong to (es. macchina/ posteggio, autobus/ capolinea)
- interview classmates as to their preferences in spending their vacations and in what period of the year and then, make a chart

**Cultural Components**

- major Italian holidays
- italian road signs
- timetables
- date

**Selected Expressions / Vocabulary**

- Come vieni a scuola?
- A che ora parte il treno / l'autobus, ecc. per<sup>66</sup><sub>44</sub>.?
- A che ora arriva l'aereo / il treno da<sup>66</sup><sub>44</sub>?
- Cosa metti nella valigia quando vai in montagna / al mare?

**Proverbs**

Chi tardi arriva male alloggia. (The last to arrive will get lesser accommodations.)

**Unit: Current Events**

**Pre-checkpoint**

### **Functions**

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

### **Situations**

#### **Listening:**

- distinguish words' sounds; comprehend simple TV and radio news about current events

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

- sustain informal conversation with peers related to the topic; participation in drama, choirs, games

#### **Reading:**

- simple news from magazines, newspapers, children novels, poems, and fairy tales

#### **Writing:**

- simple sentences, messages to peers, informal notes for communication in everyday life situations

### **Topics**

- Miscellaneous news
- Children in Italian movies, novels, theater and everyday life

### **Proficiencies**

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

#### **Listening:**

- comprehend simple songs, nursery rhymes, differences of sounds in words, fairy tales
- understand the main idea of simple cultural signs and messages as well as elementary conversation about current events

#### **Speaking:**

- give short descriptions of major facts such as children and sports, children and pacifistic organizations, nature and environmental issues, telephone conversations

#### **Reading:**

- understand simple material for informative and social purposes. Comprehend the main idea of materials containing simple structure (comics, children's literature, etc.)

#### **Writing:**

- write words, expressions, brief messages and simple statements from the newspapers, the arts; notes, simple texts describing the children in various parts of the world

#### **Culture:**

- recognize some cultural similarities and differences of habits and customs between Italy and USA
- principles of the Italian Constitution

### **Suggested activities**

Students are asked to:

- create short plays, poems, and simple songs using elementary vocabulary
- learn and use idiomatic expressions
- write and act out commercials
- collect images and pictures of Italy
- distinguish and understand several Italian gestures
- report in class simple events from TV, radio, newspapers
- send and receive e-mail messages from children in Italy

- create and draw an almanac focusing on the days of the year with main cultural facts and events
- learning words, rhythms, and sounds, alliterations of lullabies, songs' refrain
- collect photos and posters of important Italian movies
- prepare an Italian classical dessert following a recipe and understanding from reading and research its history and origin

### **Cultural Components**

- afternoon siesta
- the Italian-European way of writing 4; 7; 9
- Italian last names (Rossi, Bianchi)
- sweets and ice cream (cannoli, tiramisù, stracciatella); La Nutella
- "Ferragosto"

### **Selected Expressions / Vocabulary**

- Pane quotidiano
- Mamma mia!
- Meno male
- Bel Paese (L'italia)
- Roma città eterna