

Italian III Honors Syllabus

Course Description

Italian III prepares students to communicate effectively in a variety of situations, using increasingly complex vocabulary and grammatical structures. Equal emphasis is placed on mastering the skills of listening, reading, writing, speaking, and risk-taking to develop confidence with the language. Italian III coursework continues to emphasize the importance of cultural competence and understanding so that students may interact with and within other cultures to form relationships, conduct business, and learn more about the world around them

The Holy Cross World Language Department uses ACTFL guidelines to prepare curriculum and measure students' growth. Italian III Honors targets ACTFL Intermediate Low to Intermediate Mid proficiency across listening, speaking, reading, and writing. Students are expected to sustain sentence-level discourse and produce emerging paragraph-level communication with increasing independence. Please see the end of this document for more details about ACTFL levels. The pace of conversation, the in-depth study of specific grammatical structures, the complexity of assignments and assessments, and the level of independence required to complete learning activities are amplified at this level. **Honor students are expected to demonstrate greater fluency, reduced reliance on scaffolding, and sustained interpersonal communication without scripted support. Emphasis is placed on spontaneous speaking and paragraph-level writing in present and past time frames.**

In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to be inspired learners rooted in effective communication, critical thinking, and problem-solving skills. Through our study of cultures and traditions, students are also encouraged to be faithful citizens based on respect for others, exuding character and integrity, and valuing the uniqueness of every human being.

Essential Questions for the Course

Language:

- How does language shape my identity?
- How does my language affect how others relate to me?
- How can I enhance my connections with people through language?
- How will learning a new language help me to become an active global citizen?
- Why is precise language important in all aspects of life?
- How will language acquisition affect my professional life in the future?
- Why does language change in different situations?

Culture:

- How do cultural practices help shape identity?
- How are traditional practices reflected in our modern lifestyle?
- How are we transformed by our study of other cultures?
- How can I enhance my connections with people through language and common interests?
- How can I become a global citizen using ethical principles?
- How can I make sound decisions to affect the sustainability of communities in the future?

Course Curriculum

Preliminary Unit: ¡Buon ritorno in Italia!

Pacing 3 -4 weeks

Focus Questions for Self-Reflection:

- In which vocabulary theme are you most proficient and least proficient?
- In which grammar points are you most proficient and least proficient?
- What cultural aspects did you find most interesting in Italian 2 and why?

Concepts/Skills:

Vocabulary and Grammar:

- Review vocabulary words, including idiomatic and culturally authentic expressions, based on the thematic topics from Italian II.
- Read and comprehend selected authentic sources in Italian.
- Demonstrate comprehension of authentic audio recordings.
- Use the grammatical structures learned in Italian I and III.
- Produce cohesive paragraph-length writings (8-12 sentences) using vocabulary and structures taught in Italian I and II.

Communication:

- Conduct short research to answer foundational questions about Italian culture and festivals.
- Discuss the language-focused essential questions. (This activity is used throughout the course.)

Intercultural Focus:

- Explore the cultural aspects of architecture and dwellings in Italy, in the United States, and in our own community. Share and discuss observations.

Assessments:

- Conversational interview. (Interpersonal Speaking)
- Research and present information focused on the products, practices, and perspectives of *Scusate se esisto!* - Do you see me? (Presentational Speaking)
- Presentational Writing: Structured paragraph reflecting on linguistic strengths and growth goals using present and past time frames

Unit 1: La Sardegna

Pacing: 9 - 10 weeks

Focus Questions:

- What is unique about your daily routine?
- What is the most important room in a house? Why?
- Why is Sardegna different from the other Italian regions?
- Discuss the proverb: <<Chi si loda s'imbroda>> - "Self-praise is no recommendation."

Concepts/Skills:

Vocabulary and Grammar:

- Learn and apply vocabulary in context:
 - Types of dwellings
 - Rooms of a house
 - Furniture
 - Objects used for daily routines; beauty products
 - Body parts

- Learn and apply grammar in context:
 - Identify and conjugate reflexive verbs in the present and present perfect tenses
 - Recognize and utilize the reciprocal constructions of reflexive verbs

Communication:

- Sustain spontaneous conversation (3-4 minutes) about daily routines and activities, and homes using follow-up questions and reflexive verbs in multiple time frames.
- Ask and answer basic questions about specific personal hygiene items we own.
- Engage in basic conversation, both scripted and spontaneous, about Italians and beauty routines.
- Describe a home.
- Read excerpts in the target language and respond.

Intercultural Focus: La Sardegna

- Recognize differences between beauty and self-care traditions in Italy, the United States, and in the community.
- Locate and discuss important characteristics of the Sardegna region.
- Identify and discuss famous Sardinians.
- Identify cultural products of Sardegna: *I nuraghi* - ancient tower constructions
- Identify cultural perspectives of Sardegna by reading a selection by Sardinian author "Grazia Deledda".

Assessments:

- Engage in scripted and original conversation focused on describing homes, rooms in homes, and other objects contained in rooms. (Interpersonal speaking)
 - Listen to and interpret introductory conversations between native Italian speakers focused on the topics of the unit (Interpretive Listening)
 - Read and respond to a basic email in the target language. (Interpretive Reading)
 - Complete written assessments that monitor learning of the content and skills taught in the unit.
 - Create a paragraph-length description (10-12 sentences) of daily routine using reflexive verbs in present and present perfect tenses (presentational writing)
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Unit 2: Il trentino-Alto Adige / Il Friuli-Venezia Giulia

Pacing: 9 - 10 weeks

Focus Questions:

- What is the difference between a formal and informal command in English?
- How often does your entire family dine together?
- Why would you visit the regions of Trentino-Alto Adige and Friuli-Venezia Giulia?
- Discuss the proverb: <<È buona forchetta!>> "He/She is a hearty eater".

Concepts/Skills:

Vocabulary and Grammar:

- Learn and apply vocabulary in context:
 - Table and table settings
 - Grocery lists and stores
 - Meals, drinks, and adjectives to describe food
- Learn and apply grammar in context:
 - Form and utilize regular and irregular imperative verbs
 - Use of reflexive verbs with imperatives
 - Use direct object pronouns with imperatives
 - Use of indirect object pronouns
 - Use of adverbs

Communication:

- Ask and answer questions about activities that someone *has to do*.
- Engage in conversation about clients and food vendors; favorite food and who cooks in the family; and what items and table settings are needed to create an Italian lunch.
- Accurately form commands, instructions, suggestions, or directions.
- Using vocabulary from the unit, engage in basic conversation about the specialties and characteristics of Il trentino-Alto Adige / Il Friuli-Venezia Giulia.

Intercultural Focus: Il trentino-Alto Adige / Il Friuli-Venezia Giulia

- Discover ways the regions of Il trentino-Alto Adige / Il Friuli-Venezia Giulia are important for their northern location and bordering countries.
- Explore aspects of their food and how the production of food and wine products defines identity.
- Discuss famous "trentini" and "friulani" and the contributions they have made in society.
- Examine how geography shapes the cultural practices, perspectives, and products of the northern regions of Il trentino-Alto Adige / Il Friuli-Venezia Giulia

Assessments:

- Listen and interpret commands to set a table properly. (Interpretive Listening)
- Listen to a conversation between two cooks to place the instructions in order as indicated by their recipe given. (Interpretive listening)
- Read a menu of an authentic Italian restaurant and its reviews to decide what meal you want to eat. (Interpretive reading)
- Complete written assessments that monitor learning of content and skills taught in the unit.

Unit 3: Le Marche

Pacing: 9 - 10 weeks

Focus Questions:

- What is one childhood memory that you would share with your classmates?
- What aspect of nature or the environment interest you and why?
- Why is the Le Marche region unique?
- Discuss the proverb: <<Cicco non era nato e Giovanni si chiamava.>> "Don't cross your bridges before you reach them".

Concepts/Skills:

Vocabulary and Grammar:

- Learn and apply vocabulary in context:
 - Nature
 - Environment
- Learn and apply grammar in context:
 - Form and utilize the imperfect tense.
 - Differentiate the uses of the imperfect and present perfect tenses.

Communication:

- Apply the vocabulary and grammatical structures to retell a personal childhood memory in a cohesive paragraph (8-12 sentences) using imperfect and present perfect tenses appropriately
- Read short passages and watch short videos spoken in Italian; interpret and comment on what is read/heard.
- Write cohesive paragraph-length narratives demonstrating emerging control of past time frames.
- Discuss how the way one views nature impacts tourism activities and perspectives on identity.

Intercultural Focus: Le Marche

- Discover ways the region of Le Marche is important for its history, cities, products and practices.
- Discuss the importance of the enclave San Marino within the territory of Le Marche.
- Explore churches, museums, and monuments of Le Marche, with particular emphasis on the importance of the contribution to the Italian Renaissance.
- Discuss famous people "marchegiani" and the contributions they have made in society.
- Analyze how geography shapes the cultural practices, perspectives, and products of Le Marche.

Assessments:

- Listen to native Italian conversations about film, concerts, and places to visit in Le Marche. Respond to/expand upon the information from the conversations. (Interpretive Listening)
 - Write a descriptive essay about activities you used to do and places of nature you used to visit when you were younger. (Presentational Writing)
 - Create an audiovisual presentation to illustrate/describe the information from the descriptive essay. (Presentational Speaking)
 - Complete written assessments that monitor learning of the content and skills taught to date.
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Unit 4: La Puglia

Pacing: 9-10 weeks

Focus Questions:

- What would your life be like without social media?
- Who is the most important person in your life? Why?
- What is the characteristic shape of the Puglia region?
- Discuss the proverb: <<Nessuno ti dice lavati il viso per sembrare più bello di me. >> "Do your own thing well."

Concepts/Skills:

Vocabulary and Grammar:

- Learn and apply vocabulary in context:
 - Technology
 - Social media
 - Italian Text-messaging shortcuts
- Learn and apply grammar in context:
 - Utilize the verb "to like" and "to be pleasing" (*piacere*) in the present and present perfect tenses.
 - Recognize and utilize indirect object pronouns
 - Form comparisons of equality.
 - Form the comparative and superlative degrees.

Communication:

- Retell stories and events or express past actions you used to like.
- Reduce redundancy in speech by using indirect object pronouns.
- Ask and answer questions about one's use of technology in their everyday life.
- Compare and contrast technology use in extended spoken responses (8-10 sentences orally) using comparatives and superlatives accurately.

Intercultural Focus: La Puglia

- Discover ways that the region of Puglia is important for its history, cities, products, and practices. Research churches, museums, and monuments of Puglia.
- Discuss famous people from Puglia and the contributions they have made in society.
- Explore how geography shapes the cultural practices, perspectives, and products of Puglia.

Assessments:

- Listen to and comment on the conversations of native Italian speakers focused on technology and social media. (Interpretive Listening)
 - Write a comparative paragraph evaluating technology or social media use using comparatives and superlatives (Presentational Writing)
 - Complete written assessments that monitor learning of the content and skills taught to date.
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Honors Writing Expectations

Italian III Honors students are expected to demonstrate measurable growth in paragraph-level writing throughout the academic year.

By the end of the course, students must be able to:

- Produce organized multi-paragraph writing
- Narrate in present and past time frames
- Use transition words consistently
- Support opinions with simple reasoning
- Demonstrate control of previously learned grammar

Proficiency Growth

Students will complete beginning and end-of-course performance assessments aligned to ACTFL Intermediate Low-Mid descriptors in order to measure growth across interpretive, interpersonal, and presentational modes.

Academic Expectations

- Consistent use of Italian during instruction
- Sustained spontaneous speaking without scripted support
- Paragraph-level writing without templates
- Active participation in follow-up questioning and extended exchanges
- Demonstration of present and past time frame control

Honors Placement & Academic Integrity Statement

Students enrolled in Italian III Honors are expected to maintain academic integrity, complete assignments independently, and participate actively in target-language instruction. Consistent failure to meet honors-level expectations may result in placement review.

Grading

Honors grading emphasizes sustained discourse, spontaneous communication, and consistent control of present and past time frames.

Listening	12.5%
Reading	12.5%
Writing/Vocabulary & Grammar	30 %
Speaking	30 %
Culture & Participation	15 %

ACTFL Proficiency Guidelines used by the World Language Department

Honors students are evaluated using ACTFL-aligned rubrics emphasizing sustained discourse, spontaneity, transition use, and paragraph-level organization. Performance expectations exceed those of standard Italian III.

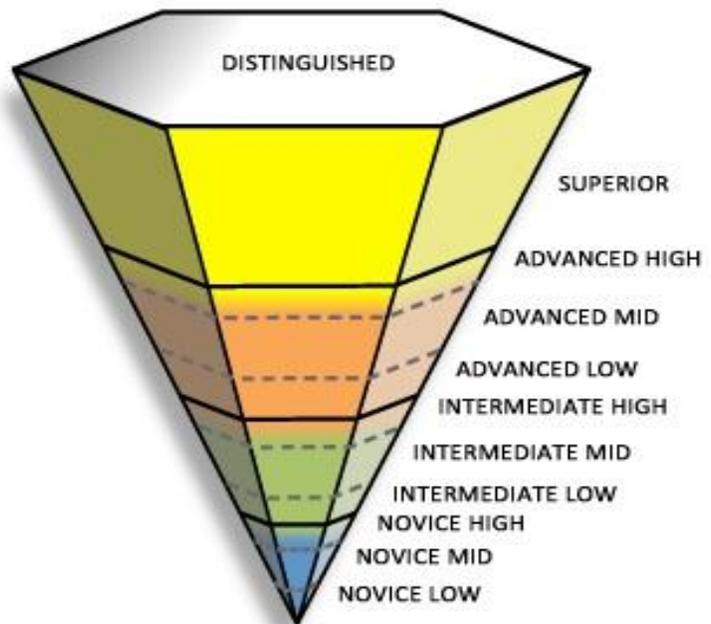
By mid-year, students must demonstrate consistent Novice High performance across modes.

By the end of the course, students are expected to perform at the Intermediate Low level in writing and speaking. Students not demonstrating growth toward this target may be reviewed for placement.

The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into high, mid, and low sublevels.

The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These guidelines present the levels of proficiency as ranges and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.



Resources

- *Chiarissimo DUE*. (2014) Bruna Petrarca Boyle, John Giovanelli, Wayside Publishing,
- [Learning Site – Wayside Publishing](#)
- www.wordreference.com
- Supplementary enrichment material