### Interpersonal Abilities

Students will be able to engage in interactions for a variety of purposes and in a variety of contexts, using socially and appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing personal opinions.

#### ITALLANG 1

During the first quarter of language study, students will interact with members of their class and talk about themselves, negotiate meaning on personally relevant concrete topics necessary for survival in daily living, and expressing personal interests and immediate needs.

At the end of the quarter, students will be able to:

- meet, greet and introduce themselves
- name their immediate world: family, place of origin, activities, personal interests, major, health and well-being, the body, possessions, foods, weather, likes and dislikes
- describe themselves and other people, places, daily activities
- give and request simple information related to their daily needs
- shop for food and drinks
- ask and answer simple questions, addressing their interlocutors formally and expressing politeness
- express gratitude and understanding
- apologize and communicate lack of understanding
- list past actions and activities
- ask for help in managing their basic language skills

#### ITALLANG 2

During the second quarter, students base their communicative repertoire on tasks learned from the previous quarter and expand their repertoire to include new and more complex tasks. Communication becomes less self-centered, including their more immediate community.

Students will converse and interact with members of their class, negotiating meaning on personally relevant concrete topics of a selected variety of day-to-day subjects, asking and answering simple questions.

At the end of the quarter, students will be able to:

- carry out all the communicative tasks of the previous quarter with greater sophistication and complexity of expression
- communicate wishes and preferences
- use linguistic strategies to interact and obtain information and directions
- give directions, instructions and commands
- participate effectively in simulated service encounters (e.g., going to the doctor, shopping for clothing, ordering a meal, handling and changing money)
- describe actions and situations in a simple and uncomplicated manner
- simulate telephone conversations
- make plans for the near future
- express intentions, wishes and desires
- make polite requests
- describe things they used to do
- make concrete comparisons

#### ITALLANG 3

During the third quarter, students expand their interests and interactions. They base their communicative repertoire on tasks learned from the previous quarter and expand their repertoire to include new and more complex tasks.

Communication expands to the broader Italian-speaking world.

Students will converse and interact with native Italian speakers, handling uncomplicated tasks in straightforward social situations.

At the end of the quarter, students will be able to:

- carry out all the communicative tasks of the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness
- make travel plans
- ask for favors
- express emotions and doubts
- express opinions
- complain
- suggest/give advice
- offer assistance
- express (lack of) agreement
- clarify and restate information
- begin to make hypothesis, such as express what they wish would happen
- begin to narrate events in the past and indicate sequence of events

- list past actions and activities
- ask for help in managing their basic language skills
### Interpretive Abilities

Students will be able to understand and interpret written and spoken language on a variety of topics and learn of the social and cultural influences shaping the production of oral and written text in the Italian speaking world.

<table>
<thead>
<tr>
<th>ITALLANG 1</th>
<th>ITALLANG 2</th>
<th>ITALLANG 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first quarter of language study, students will listen to and</td>
<td>During the second quarter, students will listen to and read a variety of</td>
<td>During the third quarter, students will listen to and read a variety of</td>
</tr>
<tr>
<td>read a selected variety of oral and written texts relating primarily to</td>
<td>oral and written texts and expand their interests to include their</td>
<td>oral and written texts and expand their interests to include the</td>
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<tr>
<td>their own lives and to those of their classmates. Students will</td>
<td>immediate community. Students will begin to comprehend the general</td>
<td>broader Italian-speaking world. Students will comprehend the general</td>
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<tr>
<td>manifest their understanding of both oral and written texts, using</td>
<td>meaning of a selected variety of written and spoken authentic materials</td>
<td>meaning of a selected variety of written and spoken authentic materials</td>
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<tr>
<td>English as necessary to demonstrate their understanding. At the end of</td>
<td>related to concrete events of personal interest and understand daily</td>
<td>related to their social and academic field of interest. Students will</td>
</tr>
<tr>
<td>the quarter, students will be able to:</td>
<td>life interactions related to their immediate needs. Students will</td>
<td>manifest their understanding of both oral and written texts, using</td>
</tr>
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<td></td>
<td>manifest their understanding of both oral and written texts, using English</td>
<td>primarily Italian to demonstrate their understanding. At the end of the</td>
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<tr>
<td></td>
<td>less frequently to demonstrate their understanding.</td>
<td>quarter, students will be able to:</td>
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<td></td>
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<tr>
<td>• identify topic, focus, or purpose of interaction between their</td>
<td>• identify, restate and explain topic, focus, or purpose of interaction</td>
<td>• identify, restate and explain topic, focus, or purpose of interaction</td>
</tr>
<tr>
<td>classmates when they:</td>
<td>between their classmates when they carry out the tasks focused on</td>
<td>between their classmates when they carry out the tasks focused on</td>
</tr>
<tr>
<td>o describe people, places, daily activities</td>
<td>during the first quarter, as well as when they:</td>
<td>during the first quarter, as well as when they carry out the tasks</td>
</tr>
<tr>
<td>o give and request simple information</td>
<td>o simulate a telephone conversation</td>
<td>focused on during the first quarter, as well as when they:</td>
</tr>
<tr>
<td>o ask and answer simple questions</td>
<td>o participate in simulated service encounters</td>
<td>o initiate conversations and introduce topics of conversation</td>
</tr>
<tr>
<td>o express gratitude</td>
<td>o communicate wishes and preferences</td>
<td>o express emotions, doubts, uncertainty and simple hypothesis</td>
</tr>
<tr>
<td>o apologize and accept apologies</td>
<td>o make comparisons</td>
<td>o express opinions</td>
</tr>
<tr>
<td>o give instructions, directions</td>
<td>o talk about plans in the near future</td>
<td>o express (lack of) agreement</td>
</tr>
<tr>
<td>o communicate lack of understanding and ask for help in managing the</td>
<td>o express intentions, wish and desires</td>
<td>o offer assistance</td>
</tr>
<tr>
<td>language</td>
<td>o talk about their own interests and those of their classmates</td>
<td>o ask for favors</td>
</tr>
<tr>
<td>o glean biographical information from written materials</td>
<td>o describe experiences and past or present events</td>
<td>o suggest/give advice</td>
</tr>
<tr>
<td>o list ideas presented in brief (5-10 minutes) oral presentations on</td>
<td>o scan the text to locate basic information</td>
<td>o complain</td>
</tr>
<tr>
<td>factual topics of personal relevance</td>
<td>o comprehend information in the types of materials found in service</td>
<td>o clarify and restate information</td>
</tr>
<tr>
<td>o understand connected discourse in</td>
<td>encounters</td>
<td>• comprehend information found in factual news excerpts and historical</td>
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<td>(cont. next page)</td>
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</tbody>
</table>
### Descriptions of Target Student Abilities: First-Year Italian

**Italian Language Objectives, Revised 2011**

<table>
<thead>
<tr>
<th>Interpretive Abilities (cont.)</th>
<th>Presentational Abilities</th>
</tr>
</thead>
</table>

**ITALLANG 1**

- Students will be able to present information, concepts and ideas to an audience of listeners or readers on a variety of topics of personal interest.

  - **ITALLANG 2**
    - During the second quarter, students will increase in sophistication in presenting information about themselves and their community orally and in writing.
    - At the end of the quarter, students will be able to:
      - present rehearsed oral reports (5-10 minutes) on such topics as:
        - own autobiography
        - their family, friends, roommates, classmates
        - accommodation, the campus, their hometown
        - personal interests, hobbies, sports and various activities
      - use audio and/or visual support (e.g. PowerPoint, clips, posters) in oral presentations
      - answer basic and simple questions about the prepared presentation topic
      - write short compositions of 300 words in individual phrases on uncomplicated topics of personal relevance, such as a brief description of their hometown or of their campus life.

  - **ITALLANG 3**
    - During the third quarter, students will continue to increase in sophistication in presenting information about themselves and their community orally and in writing.
    - At the end of the quarter, students will be able to:
      - present rehearsed reports (of approximately 15 minutes) on topics of broader interest reflecting some cultural knowledge of the Italian-speaking world, on such topics as:
        - geography
        - the school system
        - the public transportation system
        - culinary traditions
        - holiday celebrations
      - answer more specific questions about the prepared presentation topic
      - write short compositions of 400 words in discrete sentences on prepared topics of a concrete nature, such as a description of an Italian university town or of a typical holiday celebration.

- biographies
  - summarize key points and main ideas expressed in longer (15-20 minutes) oral presentations on factual topics about which they have some knowledge
  - understand connected discourse in less straightforward expository texts (from 500 to 1000 words) dealing with contemporary issues in which they have some interest
  - answer all fact-based reading comprehension questions

  - present rehearsed reports (of approximately 15 minutes) on topics of broader interest reflecting socio-cultural knowledge of the Italian-speaking world as well as of academic topics of particular interest such as:
    - current affairs
    - graphic arts and literature
    - their major and the job market
  - answer more specific questions about the prepared presentation topic using a more appropriate language for academic presentations
  - write compositions of 500 words in short paragraphs on prepared topics of social and academic interest.