

Descriptions of Target Student Abilities: First-Year Italian

Italian Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	ITALLANG 1 (First-Year Italian, 1st quarter)	ITALLANG 2 (First-Year Italian, 2nd quarter)	ITALLANG 3 (First-Year Italian, 3rd quarter)
<p>Students will be able to engage in interactions for a variety of purposes and in a variety of contexts, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing personal opinions.</p>	<p>Students learn to use socially appropriate forms in Italian for participating in conversations and making requests. They observe and imitate culturally appropriate behavior in restaurants and other public places, when giving and following directions, expressing time and date according to local custom, and when asking questions.</p>	<p>During the first quarter, students interact with members of their class to talk about themselves, negotiate meaning on personally relevant concrete topics necessary for survival in daily living, and express personal interests and immediate needs.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • 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 drink. 	<p>During the second quarter, students refine their ability to perform tasks from the previous quarter and expand their repertoire to include new and more complex tasks. Communication becomes less self-oriented to include their more immediate community. Students will converse and interact with members of their class, negotiating meaning on personally relevant concrete topics of a select variety of day-to-day subjects, asking and answering simple questions.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • 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). 	<p>During the third quarter, students expand their interests and interactions to the broader Italian-speaking world. 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 as they converse and interact with native Italian speakers, handling uncomplicated tasks in straightforward social situations.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all the communicative tasks of the previous quarter with greater sophistication, complexity, and growing sociolinguistic appropriateness. • Initiate conversations and introduce topics of conversation. • Make travel plans. • Ask for favors. • Express emotions, doubts, and uncertainty. • Express opinions.

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<i>continued</i>		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 habitual past actions and activities. • Make concrete comparisons. 	<ul style="list-style-type: none"> • Complain. • Suggest/give advice. • Offer assistance. • Express (lack of) agreement. • Clarify and restate information. • Begin to state hypotheses, such as express what they wish would happen. • Indicate sequence of events and begin to narrate past actions.

Descriptions of Target Student Abilities: First-Year Italian

Italian Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	ITALLANG 1 (First-Year Italian, 1st quarter)	ITALLANG 2 (First-Year Italian, 2nd quarter)	ITALLANG 3 (First-Year Italian, 3rd quarter)
<p>Students will be able to understand and interpret written and spoken Italian on a variety of topics.</p>	<p>Students learn to identify and interpret a range of cultural products and practices, and to restate in their own words a variety of culturally related topics. Moreover, they begin to learn of the social and cultural influences shaping the production of oral and written texts in the Italian-speaking world.</p>	<p>Students listen to and read a select variety of oral and written texts in Italian relating primarily to their own lives and to those of their classmates. They manifest their understanding of both oral and written texts, using English as necessary to demonstrate their understanding.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Identify topic, focus, or purpose of interactions between their classmates when they: <ul style="list-style-type: none"> ◦ Describe people, places, daily activities. ◦ Give and request simple information. ◦ Ask and answer simple questions. ◦ Express gratitude. ◦ Apologize and accept apologies. ◦ Give instructions, directions. ◦ Communicate lack of understanding and ask for help in managing the language. • Glean biographical information from written materials. • List ideas presented in brief (5- to 10-minute) oral presentations on factual topics of personal relevance. 	<p>Students listen to and read a range of oral and written texts in Italian that expand to their immediate community. They begin to comprehend the general meaning of select authentic materials related to areas of concrete personal interest, and understand daily life interactions related to their immediate needs. They use Italian more frequently to demonstrate their understanding of these oral and written texts.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Identify, restate and explain topic, focus, or purpose of interactions between their classmates when they carry out tasks from the previous quarter, as well as when they: <ul style="list-style-type: none"> ◦ Simulate a telephone conversation. ◦ Participate in simulated service encounters. ◦ Communicate wishes and preferences. ◦ Make comparisons. ◦ Talk about plans in the near future. ◦ Express intention and desires. • Talk about their own interests and those of their classmates. • Describe experiences and past or present events. 	<p>During the third quarter, students expand their interests and interactions to the broader Italian-speaking world. 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 as they converse and interact with native Italian speakers, handling uncomplicated tasks in straightforward social situations.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Identify, restate and explain topic, focus, or purpose of interaction between their classmates when they carry out the tasks from previous quarters, as well as when they: <ul style="list-style-type: none"> ◦ Initiate conversations and introduce topics of conversation. ◦ Express emotions, doubts, uncertainty and simple hypothesis. ◦ Express opinions. ◦ Express (lack of) agreement. ◦ Offer assistance. ◦ Ask for favors. ◦ Suggest/give advice. ◦ Complain. ◦ Clarify and restate information.

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<i>continued</i>		<ul style="list-style-type: none"> Understand connected discourse in straightforward expository texts (of approximately 300 words) on known topics involving familiar vocabulary. Answer data-based reading comprehension questions. 	<ul style="list-style-type: none"> Scan the text to locate basic information. Comprehend information in the types of materials found in service encounters (e.g. menus, public transportation schedules, weather reports, entertainment listings). Restate key details expressed in longer (10- to 15-minute) oral presentations on factual topics about which they have some knowledge. Understand connected discourse in straightforward expository texts (of 300 to 500 words) such as short and factual news excerpts. Answer data-based and some fact-based reading comprehension questions. 	<ul style="list-style-type: none"> Comprehend information found in factual news excerpts and historical biographies. Summarize key points and main ideas expressed in longer (15- to 20-minute) oral presentations on factual topics about which they have some knowledge. Understand connected discourse in less straightforward expository texts (of 500 to 1000 words) dealing with contemporary issues in which they have some interest. Answer all fact-based reading comprehension questions.

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	ITALLANG 1 (First-Year Italian, 1st quarter)	ITALLANG 2 (First-Year Italian, 2nd quarter)	ITALLANG 3 (First-Year Italian, 3rd quarter)
<p>Students will be able to present information, concepts and idea to an audience of listeners or readers on a variety of topics of personal interest. They use audio and/or visual support (e.g. PowerPoint, clips, posters) in oral presentations and begin to adopt Italian writing conventions in their compositions.</p>	<p>Students learn to present orally and in writing in a socially appropriate manner and format. They begin to identify common patterns in the products and practices of Italian culture and incorporate this information into their presentations.</p>	<p>Students present information about themselves and their classmates orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed oral reports (5-10 minutes in length) on topics of immediate relevance such as: <ul style="list-style-type: none"> ◦ Own autobiography. ◦ Their family, friends, roommates, classmates ◦ Living accommodations, campus, hometown. ◦ Personal interests, hobbies, sports and activities. • Answer basic and simple questions about their presentation topic. • Write short compositions of 300 words, using individual phrases, on straightforward topics of personal relevance such as a description of their hometown or campus life. 	<p>Students increase in scope and sophistication in presenting information about themselves and the community, orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed oral reports (10-15 minutes in length) of broader interest reflecting some cultural knowledge of the Italian-speaking world, for example on such topics as: <ul style="list-style-type: none"> ◦ Geography. ◦ The school system. ◦ The public transportation system. ◦ Culinary traditions. ◦ Holiday celebrations. • Answer more specific questions about their presentation topic. • Write short descriptive compositions of 400 words, using discrete sentences, on topics of a concrete nature such as an Italian university town or a typical holiday. 	<p>Students present increasingly sophisticated information on topics connected to themselves and to the larger community, orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed reports (of approximately 15 minutes) on topics of broader interest reflecting sociocultural knowledge of the Italian-speaking world and on academic topics of particular interest such as: <ul style="list-style-type: none"> ◦ Current affairs. ◦ Graphic arts and literature. ◦ Their major and the job market. • Field questions about their presentation topic using more appropriate language for academic presentations. • Write compositions of 500 words, using short paragraphs, on topics of social and academic interest.