

Descriptions of Target Student Abilities: Accelerated Second-Year Italian Italian Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	ITALLANG 21A (Accelerated Second-Year Italian, Part 1)	ITALLANG 22A (Accelerated Second -Year Italian, Part II)
<p>In the accelerated second-year sequence (two quarters), students continue to interact with speakers of Italian for a variety of purposes and in a variety of contexts, including academic and professional settings.</p>	<p>Students will be able to use appropriate forms in Italian to interact in familiar and some unfamiliar cultural contexts. They negotiate diverse social exchanges using formal and informal register according to the age or social status of their interlocutor, and are able to identify and model more nuanced patterns of behavior corresponding to the Italian-speaking world.</p>	<p>During the first half of the sequence, students engage in interpersonal interactions as well as academic discussions in Italian. They exchange information with peers and participate in conversations, debates and written correspondence on topics related to contemporary Italian culture.</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the first year with greater confidence and ease. • Make detailed comparisons of general and increasingly abstract topics. • Narrate and describe events in the present, in the future and in the past. • Give instructions, directions, and commands. • Express and discuss opinions in more depth. • Make polite requests. • Formulate proper questions necessary to conduct a formal interview. • Begin professional correspondence. • Begin to engage in interactive argumentation. • Listen for tone and react appropriately. 	<p>Students expand their written and oral exchanges to increasingly conceptual and formal contexts. They converse and interact using appropriate forms to negotiate meaning on a variety of concrete and abstract topics related to Italian culture.</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness. • Narrate in all time frames with accuracy and detail. • Support and begin to defend opinions. • Get and give permission for something to take place (causative forms). • Fully engage in interactive argumentation. • Anticipate and contrast an argument. • Vary language register according to the relative formality or informality of their interlocutor.

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INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	ITALLANG 21A (Accelerated Second-Year Italian, Part 1)	ITALLANG 22A (Accelerated Second -Year Italian, Part II)
<p>Students will understand and interpret written and oral authentic texts in Italian on a variety of complex topics of individual and social relevance.</p>	<p>Students learn to identify common patterns among a range of cultural products and practices in the Italian-speaking world. They begin to develop awareness of cultural nuance and expand their understanding of the sociocultural influences that shape oral and written texts in Italian.</p>	<p>During the first half of the sequence, students grow in their ability to comprehend and interpret a variety of written and oral texts (e.g. Italian news articles, a short novel, TV and radio broadcasts) and use Italian almost exclusively to manifest their understanding.</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the first year with greater depth and complexity. • Begin to develop a more culturally authentic frame of reference. • Summarize news events. • Restate topics of a conversation. • Draw comparisons. • Get meaning from context. • Take notes on content. • Summarize the main ideas, significant details and supporting data. • Recognize different regional varieties and social registers of Italian. • Read to gain information. • Paraphrase what they have read or heard. • Synthesize information. • Answer some analytical reading comprehension questions. • Identify the tone typical of formal and academic writing. • Distinguish rhetorical devices such as metaphor, simile, analogy, allegory, irony, etc. 	<p>Students expand their written and oral exchanges to increasingly conceptual and formal contexts. They converse and interact using appropriate forms to negotiate meaning on a variety of concrete and abstract topics related to Italian culture.</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater depth and complexity. • Continue to develop a more culturally authentic frame of reference. • Recount the sequence of events in narratives. • Report conversations using indirect speech. • Analyze an argument and make predictions. • Evaluate and take notes on language (register, tone, syntax) and content in extended texts such as academic lectures, short novels and feature films. • Become increasingly aware of syntactical constructions and collocations typical of formal language. • Begin to draw inferences while reading. • Answer all analytical reading comprehension questions. • Recognize the tone of sociocultural, political or professional orientation.

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	ITALLANG 21A (Accelerated Second-Year Italian, Part 1)	ITALLANG 22A (Accelerated Second -Year Italian, Part II)
<p>Students will be able to present information, concepts and ideas to an audience of listeners or readers on a variety of topics of social and cultural interest.</p>	<p>Students learn to deliver oral and written presentations in Italian with increasing sociolinguistic appropriateness. They describe and explain culturally-specific Italian phenomena with greater nuance. They will be able to compare a range of familiar Italian beliefs and values and to draw comparisons with their own cultures.</p>	<p>Students expand in the ability to present information, mainly relating to their areas of broader sociocultural interest in the Italian-speaking world.</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the first year with greater confidence and ease. • Prepare oral and written presentations using authentic materials. • Orally summarize the main points of news events and other authentic materials. • Write short reports on the above mentioned materials. • Begin to employ appropriate rhetorical devices that are typical of more formal presentational language in Italian. • Write a 600- to 700-word paper in expository prose, organized in paragraphs, on cultural topics of personal interest. • Give a highly rehearsed oral report, of approximately 15 minutes, on concrete topics such as Italian-American customs, current events, popular culture, etc. using audiovisual computer software (such as PowerPoint). • Answer extemporaneously the questions that follow the presentation. • Begin to self-edit their work for high-frequency errors as well as for syntax. • Begin to employ rhetorical devices such as metaphor, simile, analogy, allegory, irony, etc. 	<p>Students increase in sophistication in presenting information about topics and issues related to the Italian-speaking world.</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater confidence and ease. • Express different points of view in their presentations. • Use the passive and impersonal voice. • Write persuasive and rhetorical texts such as commercial advertisements. • Write a persuasive paper of approximately 1000 words on topics of academic interest, in which they state and support their opinion (using logical reasoning, comparison and contrast, hypothesis and conclusions, and appropriate rhetorical devices). • Deliver a less-rehearsed oral presentation of 20 minutes in length, on more abstract themes and issues in the Italian-speaking world, e.g. stereotypes and roles, family structure, historical legacies, etc. • Answer extemporaneously the questions that follow the presentation. • Continue to edit their work for style, register and syntax appropriate to more formal language. • Employ rhetorical devices with greater confidence and ease.