

Wayne

Township Public Schools

World Language

Italian III

Grades 10-11

Wayne Hills and Wayne Valley

World Language Teachers

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages – Italian Third Year Italian 3
Unit Plan Title:	Italian 2 Review
Time Frame	14 days

World Language Standards

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions.

Interdisciplinary Standards

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Career Readiness, Life Literacies, and Key Skills Practices

- 9.4.2.CA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.2: Create a document using a word processing application.

Unit Summary

- **Italian 2 grammar review:**
 - Sentence structure using pronouns and adjectives
 - Asking and answering questions
 - Conjugation of regular and irregular verbs in the presente
 - Regular and irregular passato prossimo of verbs with essere and avere

Essential Question(s)

- How do I develop communicative competence?
- How does the fundamental sound system of the Italian language ensure correct pronunciation?
- Can I express my daily routine in the present and past tenses?
- Can I talk about past actions and events in the past?
- Am I able to ask questions and answer questions in the target language using direct and indirect object pronouns?

ACTFL Can-Do Statements and NJSL Intercultural Statements

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Communicating using the present tense to discuss daily and weekly activities.
- Communicating using the present perfect tense to discuss daily and weekly activities.
- Comparing and contrasting everyday activities to that of others.
- Engaging in conversation in real world contexts.
- Recognizing and recycling words and phrases and incorporating them in a new context.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

Student Learning Targets/Objectives (Students will know/Students will understand)

- Review how to use regular and irregular verbs in the present tense.
- Review how to use regular and irregular verbs in the passato prossimo.
- Review how to give information using direct and indirect object pronouns.

- Review how to use adjectives to describe people and objects.
- Review/use/practice the fundamental sound system of the Italian language.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes*
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

Activities

- Introduce and practice new vocabulary in class
- Guided discussion on theme of chapter or topic of the day
- Textbook and workbook activities
- Textbook website listening comprehension and pronunciation practice
- Textbook Website viewing of chapter dialog and short films
- Individual response
- Role-play
- Group or individual presentations
- Teacher-prepared activities
- Textbook online activities

**Suggested
Additional
Activities**

**Differentiation
Strategies**

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)

- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- Sentieri.vhlcentral.com
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

Content Area/ Grade Level/ Course:	World Languages – Italian Third Year Italian 3
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Unit Plan Title:	Unit 2: chapter 6A
Time Frame	36 days

World Language Standards

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7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions.

Interdisciplinary Standards

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Career Readiness, Life Literacies, and Key Skills Practices

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

Unit Summary

- body parts
- vocabulary related to daily routine
- personal hygiene
- reflexive verbs presente & passato prossimo
- reciprocal constructions
- ci & ne
- cultura : espressioni idiomatiche ; la bottega verde ; farsi belli la mattina

Essential Question(s)

In the target language:

- Can I ask about health in Italian?
- Can I express my daily routine in the present and past tenses?
- Can I refer to parts of the body?
- Am I able to recognize a reflexive verb?
- How is the treatment of reflexive actions in Italian different from that of English?
- Can I express shared or reciprocal actions?
- Can I express them in Italian?

ACTFL Can-Do Statements and NJSL Intercultural Statements

INTERPRETIVE:

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INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Discussing physical symptoms.
- Understanding how to maintain a healthy lifestyle.
- Comparing and contrasting lifestyles in Italy.

- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Communicating using object pronouns and the adverb *ci*.
- Making cultural assumptions based on 21st century perspective may lead to misunderstandings and/or misinformation.

Student Learning Targets/Objectives (Students will know/Students will understand)

- discuss personal hygiene
- talk about morning routine
- identify parts of body
- use reflexive verbs
- use *ne* to replace partitive
- use *ci* to replace prepositional phrases
- understand cultural perspectives on idiomatic expressions

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes*
- Homework
- Writing samples
- Oral/aural – formal and informal
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Teaching and Learning Activities

Activities

- Introduce and practice new vocabulary in class
- Guided discussion on theme of chapter or topic of the day
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- Textbook website listening comprehension and pronunciation practice
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Suggested Additional Activities

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
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- Strategy and flexible groups based on formative assessment or student choice
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Resources

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- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

Content Area/ Grade Level/ Course:	World Languages – Italian Third Year Italian 3
Unit Plan Title:	Unit 3: chapter 6B
Time Frame	36 days

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Interdisciplinary Standards

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- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Unit Summary

- imperfetto
- imperfetto vs. passato prossimo
- trapassato prossimo
- talk about health, well being, remedies
- cultura: il sistema sanitario in Italia
- Fabiola Gianotti, rimedi naturali, L'importante è la salute
- Cultura: trentino Alto Adige, Trieste, l'artigianato, lo sport: la regata, la letteratura: Verona - Shakespeare

Essential Question(s)

In the target language:

- How would communication be different or limited without tenses?
- Can I narrate an event in the past?
- Can I express my feelings regarding an event?
- Can I use the imperfect tense to talk about the past?
- How can I talk about my childhood experiences?
- Am I able to describe myself as a child?
- Can I use both the passato prossimo and the imperfetto accurately?
- Am I able to ask others what they were like?
- Am I able to read, listen and talk about information regarding activities that people do or have done.
- Can I express what had occurred before another past action?
- Can I describe the Triveneto regions?

ACTFL Can-Do Statements and NJSLC Intercultural Statements

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PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Communicating using the present perfect tense to talk about past events.
- Communicating using the imperfect tense to talk about past events.
- Expressing and understanding feelings of self and others.

- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

Student Learning Targets/Objectives (Students will know/Students will understand)

- talk about health , remedies and well-being.
- express recurring actions.
- understand cultural activities on favorite activities
- talk about the past using the imperfetto.
- compare/contrast the uses of the passato prossimo and the imperfetto to describe the past.
- Talk about history, literature, handicrafts and cultural events related to major cities of the Triveneto region.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
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- Quizzes*
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Teaching and Learning Activities

Activities

- Introduce and practice new vocabulary in class
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Suggested Additional Activities

Differentiation Strategies

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- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

Content Area/ Grade Level/ Course:	World Languages – Italian Third Year Italian 3
Unit Plan Title:	Unit 4: chapter 7A
Time Frame	36 days
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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)

Unit Summary

- vocabulary related to la casa
- prepositions
- future tense of regular and irregular verbs
- future of probability
- uses of future tense
- double object pronouns
- cultura: Come sono le case italiane?; Andrea Palladio

Essential Question(s)

In the target language:

- Can I describe rooms in a house?
- Am I able to describe the items in my bedroom?
- Can I express what I'm going to do using the future?
- Can I talk about where I will be 10 years from now?
- Can I express probability in the target language?
- How do I use double object pronouns in Italian?
- Can I use pronouns accurately when speaking and writing?
- Do I see parallels between the types of dwelling in Italy and in the U.S.?

ACTFL Can-Do Statements and NJSLS Intercultural Statements

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Talk about furnishings and appliances in the house.
- Communicate about one life.

- Understand that homes in Italy have both similar and different characteristics from homes in the U.S.
- Division of household chores varies according to culture.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second language learning is a valued life skill.

Student Learning Targets/Objectives (Students will know/Students will understand)

- identify rooms in a house and furniture
- talk about your bedroom
- describe bedroom items
- describe different types of dwelling
- tell where you live
- indicate where things are located
- talk about your future plans after high school
- compare the differences between housing in Italy and in the United States.
- understand cultural perspectives on different types of housing

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes*
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

Activities

- Introduce and practice new vocabulary in class
- Guided discussion on theme of chapter or topic of the day
- Textbook and workbook activities
- Textbook website listening comprehension and pronunciation practice
- Textbook Website viewing of chapter dialog and short films
- Individual response
- Role-play
- Group or individual presentations
- Teacher-prepared activities
- Textbook online activities

Suggested Additional Activities

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs

- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- Sentieri.vhlcentral.com
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

Content Area/ Grade Level/ Course:	World Languages – Italian Third Year Italian 3
Unit Plan Title:	Unit 5: chapter 7B
Time Frame	36 days

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Interdisciplinary Standards

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Career Readiness, Life Literacies, and Key Skills Practices

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit Summary

- household chores
- appliances
- cultura: quali elettrodomestici usano gli italiani; Alfonso Bialetti e La moka express
- informal imperative
- imperative with pronouns
- monosyllabic imperatives with pronouns
- formal commands
- time expressions
- volerci, metterci
- verbs: passare, perdere, risparmiare tempo
- cultura: la Sardegna, la Sicilia

Essential Question(s)

In the target language:

- Can I give commands to other people?
- Am I able to make suggestions?
- How do I talk about household chores and responsibilities?
- What is the importance of specialty shops in the daily life of Italians?
- What is the name of the famous Sicilian pastry brought to the USA by the first immigrants?
- Can I name the two largest islands in Italy?

ACTFL Can-Do Statements and NJSL Intercultural Statements

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Talk about furnishings and appliances in the house.
- Understanding formal and informal addresses.
- Using commands in everyday life.
- Communicating using different tenses.
- The attractions associated with the regions of Sicilia and Sardegna.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Holidays and special events are very similar among cultures.
- Making cultural assumptions based on the 21st Century perspective may lead to misunderstandings and/or misinformation.

Student Learning Targets/Objectives (Students will know/Students will understand)

- talk about parts of the house

- name household chores
- recognize appliances
- talk about how long it takes to do chores at home or complete a task.
- understand cultural perspectives on use of household appliances.
- Understand how to give commands and suggestions using the imperative mood.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes*
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

Activities

- Introduce and practice new vocabulary in class
- Guided discussion on theme of chapter or topic of the day
- Textbook and workbook activities
- Textbook website listening comprehension and pronunciation practice
- Textbook Website viewing of chapter dialog and short films
- Individual response
- Role-play
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- Teacher-prepared activities
- Textbook online activities

**Suggested
Additional
Activities**

**Differentiation
Strategies**

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence

- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
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- Nearpod
- Gimkit
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- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

Content Area/ Grade Level/ Course:	World Languages – Italian Third Year Italian 3
Unit Plan Title:	Unit 6: chapter 8A
Time Frame	36 days
World Language Standards	
<p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.</p> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p>	

7.1.II.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.II.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.II.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

7.1.II.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.II.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.II.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.II.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.II.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit Summary

- vocabulary related to transportation
- cultura: treno vs. autobus; Enzo Ferrari; costumi e usanze
- comparatives of equality
- comparatives of inequality
- irregular comparatives
- superlatives
- irregular superlatives

Essential Question(s)

In the target language:

- Can I talk about getting to places in town and types of transportation?
- Can I identify the parts of a car?
- Can I talk about good driving habits?

- Can I make comparisons between people, places and objects using the superlative and the comparative?
- Can I explain who Enzo Ferrari is?
- Am I able to discuss the types of transportation Italians use to get around?

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INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Understanding public transportation in Italy.
- Understand that public transportation in Italy have both similar and different characteristics from public transportation in the U.S.
- Comparing and contrasting lifestyles in Italy and the USA.
- Talk about Italian cars.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use a first language to help decipher and recognize words and phrases in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second language learning is a valued life skill.

Student Learning Targets/Objectives (Students will know/Students will understand)

- Talk about cars and driving
- Talk about public transportation
- Discuss maps, driving, traffic signs, giving directions, relationships and things people do.
- Talk about your experience with public transportation
- Describe people, places and things using comparatives and superlatives.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation

- Listening comprehension
- Quizzes*
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