

Wayne

Township Public Schools

World Language

Italian IV

Grades 11-12

11/2/21

Wayne Hills and Wayne Valley

World Language Teachers

Curriculum Format

Content Area/ Grade	World Languages - Italian
Level/ Course:	4th year - Italian 4
Unit Plan Title:	Unit 1: Lezione 8B - In vacanza
Time Frame	36 days

World Language Standards

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

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.
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- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Career Readiness, Life Literacies, and Key Skills Practices

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Unit Summary

- Vocabulary relating to vacationing
- The present conditional
- The past conditional
- Dovere, potere, and volere in the conditional
- Cultura: Una vacanza su misura, Un fine settimana diverso, and La via Francigena
- Cultura: Venezia (Incredibile ma vero!, L'artigianato, Le feste, La storia, Gli animali)

Essential Question(s)

- Can I talk about traveling?
- Can I talk about vacationing?

- Can I talk about tourism?
- Can I express what one would do or what would happen under certain circumstances?
- Can I express hypothetical situations in the past?
- Can I express what one should do?
- Can I express what one should have done?
- Can I express what one could do?
- Can I express what one could have done?
- Can I express what one would like?
- Can I express what one would have liked?
- Can I talk about famous aspects associated with Venice and its surrounding area?

ACTFL Can-Do Statements and NJSLs Intercultural Statements

Communication:

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.

Intercultural Communication:

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

- The ability to talk about traveling.
- The ability to talk about vacationing.
- The ability to talk about tourism.
- The ability to express what one would do or what would happen under certain circumstances.
- The ability to express hypothetical situations in the past.
- The ability to express what one should do/should have done.
- The ability to express what one could do/could have done.
- The ability to express what one would like/would have liked.
- The ability to talk about famous aspects associated with Venice and its surrounding area.

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

In the target language, students will be able to:

- talk about travel
- talk about vacations and travel
- express what one should do/should have done
- express what one could do/could have done
- express what one would like/would have liked
- talk about the famous aspects associated with Venice and its surrounding area

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Guided dialogues
- Formal written lesson or unit assessment*

- Teacher observation
- Listening comprehension exercises
- Quizzes
- Homework
- Writing samples
- Oral-formal and informal
- Speaking performance and pronunciation evaluations
- Reading comprehension
- Presentations

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.vhcentral.com](https://www.sentieri.vhcentral.com)
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

Content Area/ Grade Level/ Course:	World Languages - Italian 4th year - Italian 4
Unit Plan Title:	Unit 1: Lezione 9A - In centro
Time Frame	36 days

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Unit Summary

- Vocabulary relating to parts of city
- Asking and giving directions
- Cultura: Ci vediamo in piazza!, Un santo per città, and Urbino: la <<città ideale>>
- Si impersonale and si passivante
- Relative pronouns
- Cognates

Essential Question(s)

- Can I talk about different parts of a city?
- Can I ask for and give directions?

- Can I distinguish between word endings in English and Italian?
- Can I talk about the role of a “piazza” in Italian cities?
- Can I describe the architectural characteristics of an “ideal city?”
- Can I utilize the si impersonale to convey impersonal sentences with an unspecified subject?
- Can I utilize relative pronouns and discuss their function in a sentence?

ACTFL Can-Do Statements and NJSLs Intercultural Statements

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Enduring Understandings

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- The ability to ask for and give directions.
- The ability to distinguish between word endings in English and Italian.
- The ability to talk about the role of a “piazza” in Italian cities.
- The ability to describe the architectural characteristics of an “ideal city.”
- The ability to utilize the si impersonale to convey impersonal sentences with an unspecified subject.
- The ability to utilize relative pronouns and discuss their function in a sentence.

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

In the target language, students will be able to:

- talk about parts of a city
- ask for and give directions
- recognize cognates
- form Italian words out of English words using their understanding of word endings and cognates
- identify, describe, and discuss piazzas and “ideal” cities in Italy
- use the “si impersonale” to describe what “one” does in general
- use relative pronouns to link two phrases into a more complex sentence

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Guided dialogues
- Formal written lesson or unit assessment*
- Teacher observation
- Listening comprehension exercises
- Quizzes
- Homework
- Writing samples
- Oral-formal and informal

- Speaking performance and pronunciation evaluations
- Reading comprehension
- Presentations

Teaching and Learning Activities

Activities

- Introduce and practice new vocabulary in class
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Resources

- Sentieri.vhlcentral.com
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest

- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
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Unit Summary

- Vocabulary relating to places/businesses in town and running errands (Le commissioni)
- Discuss errands and banking
- Cultura: Contanti o carta di credito?, Edicole e tabaccherie, and Chiara Ferragni
- Indefinite adjectives
- Indefinite pronouns
- Negative expressions
- Cultura: Le grotte di Frasassi, Le feste, La storia, L'artigianato, L'architettura

Essential Question(s)

- Can I discuss the types of businesses found in an Italian city?

- Can I talk about where one would go to run errands and buy necessities?
- Can I discuss the Italian relationship with money, cash, or credit?
- Can I discuss the life of Chiara Ferragni, an entrepreneur and famous Italian influencer?
- Can I distinguish between indefinite adjectives and pronouns?
- Can I utilize negative expressions?

ACTFL Can-Do Statements and NJSL Intercultural Statements

Communication:

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.

Intercultural Communication:

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

- The ability to discuss the types of businesses found in an Italian city.
- The ability to talk about where one would go to run errands and buy necessities.
- The ability to discuss the Italian relationship with money, cash, or credit.
- The ability to discuss Chiara Ferragni, an entrepreneur and famous Italian influencer.
- The ability to distinguish between indefinite adjectives and pronouns.
- The ability to utilize negative expressions.

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

In the target language, students will be able to:

- Construct sentences using indefinite adjectives and pronouns
- Plan shopping trips and errands
- Discuss and write about their views on cash and credit
- Transform statements from positive to negative

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Guided dialogues
- Formal written lesson or unit assessment*
- Teacher observation
- Listening comprehension exercises
- Quizzes
- Homework
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- Speaking performance and pronunciation evaluations
- Reading comprehension
- Presentations

Teaching and Learning Activities

Activities

- Introduce and practice new vocabulary in class

	<ul style="list-style-type: none"> ● 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
<p>Suggested Additional Activities</p>	
<p>Differentiation Strategies</p>	<ul style="list-style-type: none"> ● 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
<p>Resources</p>	
<ul style="list-style-type: none"> ● 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 4th year - Italian 4
Unit Plan Title:	Unit 1: Lezione 10A - Lo spettacolo
Time Frame	36 days

World Language Standards

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

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

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

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7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

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.

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Career Readiness, Life Literacies, and Key Skills Practices

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Unit Summary

- Vocabulary relating to the performing arts
- Elision
- Cultura: Opera e affini, Dove andiamo stasera?, and Io canto...Laura Pausini
- Infinitive constructions (two-verb constructions): which verbs require a preposition (a or di)
- Non-standard noun forms (nouns whose gender changes in the plural)

Essential Question(s)

- Can I discuss the performing arts in Italy?
- Can I express my preferences regarding the different types of performing arts?
- Can I talk about differing cultural perspectives on the performing?

- Can I discuss the traditional forms of performance art in Italy?
- Can I talk about the cost of attending the performances in Italy?
- Can I distinguish between verbs that require the use of a preposition in infinitive constructions?
- Can I discuss nouns that have non-standard forms when it comes to gender and number?

ACTFL Can-Do Statements and NJSLC Intercultural Statements

Communication:

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.

Intercultural Communication:

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

- The ability to discuss the performing arts in Italy.
- The ability to express my preferences regarding the different types of performing arts.
- The ability to talk about differing cultural perspectives on the performing.
- The ability to discuss the traditional forms of performance art in Italy.
- The ability to talk about the cost of attending the performances in Italy.
- The ability to distinguish between verbs that require the use of a preposition in infinitive constructions.
- The ability to discuss nouns that have non-standard forms when it comes to gender and number.

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

In the target language, students will be able to:

- Discuss the performing arts
- Talk about music and musicians
- Express their preferences regarding the performing arts
- Ask and answer questions using 2-verb constructions
- Distinguish between verbs that require “a,” and those that require “di” in two-verb constructions

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Guided dialogues
- Formal written lesson or unit assessment*
- Teacher observation
- Listening comprehension exercises
- Quizzes
- Homework
- Writing samples
- Oral-formal and informal
- Speaking performance and pronunciation evaluations
- Reading comprehension

- Presentations

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
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- Nearpod

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- Blooket
- Peardeck
- GoogleSites
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Content Area/ Grade Level/ Course:	World Languages - Italian 4th year - Italian 4
Unit Plan Title:	Unit 1: Lezione 10B - Le arti
Time Frame	36 days

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Unit Summary

- Vocabulary relating to the fine arts
- The role of Florence in art history
- Film genres
- Cultura: The Renaissance (La culla dell'arte), Types of museums in Italy (Musei e curiosità, and Dante Alighieri (Il padre della lingua italiana
- Italian artists and artistic styles
- The gerund and the progressive tenses
- Ordinal numbers
- Suffixes

- Punctuation
- Cultura: La cupola del Duomo di Firenze, Una carta speciale, Una famiglia potente (I Medici), and Ponte Vecchio

Essential Question(s)

- Can I discuss how the fine arts are regarded in Italian culture?
- Can I discuss which of the fine arts I enjoy and why?
- Can I relay if I participate in any of the fine arts and, if so, which ones and why?
- Can I discuss my favorite authors?
- Can I describe my favorite books and movies?
- Can I utilize punctuation correctly in Italian?
- Can I discuss the Renaissance and its role in the history of art?
- Can I talk about Dante Alighieri?
- Can I describe actions in progress?
- Can I put things in order using ordinal numbers?
- Can I enhance descriptive adjectives using suffixes?
- Can I discuss the most popular film genres in Italian culture?

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Intercultural Communication:

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

- The ability to discuss how the fine arts are regarded in Italian culture, as well as one's affinity and participation in the fine arts.
- The ability to discuss favorite authors, books, and movies.
- The ability to utilize punctuation correctly in Italian.
- The ability to discuss the Renaissance and its role in the history of art.
- The ability to talk about Dante Alighieri.
- The ability to describe actions in progress.
- The ability to put things in order using ordinal numbers.
- The ability to enhance descriptive adjectives using suffixes.
- The ability to discuss the most popular film genres in Italian culture.

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

- Use suffixes to enhance descriptions
- Talk about the fine arts using new vocabulary
- Describe favorite books and movies

- Identify and use punctuation correctly
- Name Italian artists and artistic styles
- Use the gerund and progressive tenses to emphasize the fact that an action is in progress
- Rank things using ordinal numbers
- Talk about the role of Florence and the Renaissance in art history

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Guided dialogues
- Formal written lesson or unit assessment*
- Teacher observation
- Listening comprehension exercises
- Quizzes
- Homework
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- Presentations

Teaching and Learning Activities

<p>Activities</p>	<ul style="list-style-type: none"> ● 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
<p>Suggested Additional Activities</p>	
<p>Differentiation Strategies</p>	<ul style="list-style-type: none"> ● 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

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