



World Languages - Italian

Grade 12

Italian 5H

March 2022

Wayne Hills and Wayne Valley

World Language Teachers

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - Italian 12 Italian VH
Unit Plan Title:	Text: Immagina Lesson 1: Sentire e Vivere
Time Frame:	17-23 days

World Language Standards

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across a time frame.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences from literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

College and Career Readiness Standards

- 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 the differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the 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.)

Standard Number(s)

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- 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.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.
- 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 the 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.

Unit Summary

- I rapporti personali: The description of personality, relationships, and feelings.
- La grammatica: The present tense of regular verbs, articles, gender, and number, the present tense of irregular verbs.
- La cultura: Famous Italians around the world. Why study Italian?
- La letteratura: Salvatore Fiume.
- Il film: *La Scarpa*.

Intended Outcomes - {Essential Questions}

- How are Italy and Italian heritage celebrated in the United States?
- What is the life of an Italian immigrant around the world?
- How is language a product of culture?
- How do I develop communicative competence?
- How does the fundamental sound system of the Italian language insure correct pronunciation?
- Why is it important to study Italian?
- What was Salvatore Fiume's contribution to Italian arts?
In the target language:
 - Am I able to introduce myself and describe my current civil status?
 - Am I able to use modern expressions in conversation to describe surprise or scandal?
 - Am I able to develop a thesis topic and present the statement to the class with arguments to support it?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- There are many contributions of Italians around the world.
- There are many reasons why it is important to study Italian.
- Compare and contrast Italian culture with American culture.
- I am able to describe the life of Salvatore Fiume and his role in modern art.
- I can talk about my civil status and that of others.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E,A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Describe how they would feel in stressful, emotional or awkward hypothetical situations.
- Use adjectives to describe their personality and that of classmates.
- Express emotion and opinion with classmates after viewing a short film.
- Discuss the contributions of Italians and Italian-Americans throughout the world in art, music, food, and literature.
- Present to the class a description of one work of art by Italian artist Salvatore Fiume.
- Use/practice the fundamental sound system of the Italian language.
- Share opinions on why they feel it is important to study Italian.
- Discuss the marital status of themselves and others.

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

- Students describe the marital status of themselves and others.
- Research/explore the geography and culture of the Italians around the world.

	<ul style="list-style-type: none"> ● Identify, discuss and research the works of famous Italian and Italian-Americans who have contributed to the 'Made in Italy' trade. ● Create situations and role-play a scenario using new vocabulary. ● Take a personality test and predict and share results with each other. ● Describe what their soul mate would be like using new vocabulary. ● Narrate a story presented only through photo slides. ● Share opinions about short Italian films. ● Textbook, workbook, and online activities. ● Participate in small, informal, group conversations in class on a given topic. ● CD and DVD listening and comprehension. ● Role-play an assigned dialog for the class with emotion and drama.
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement. ● Design maps that depict the immigration routes of Italians and population growth. ● Create index cards for vocabulary reinforcement. ● Use visual aids to present new material, i.e. PowerPoint presentations, and picture cards. ● Kinesthetic: TPR. ● 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"> ● www.vhlcentral.com ● www.fiume.org ● www.yabla.com ● www.edpuzzle.com ● www.quizziz.com ● www.quia.com ● Textbook Sentieri ● Workbook ● News websites (current events) ● DVD, music and literature ● www.conjuguemos.com 	

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian Vh
Unit Plan Title:	Lesson 2: Vivere Insieme
Time Frame:	20-22 days

World Language Standards

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences from literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events, and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

College and Career Readiness Standards

- 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 the differences between ownership and sharing of information.
- 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

Interdisciplinary Standards

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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.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.

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 the 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.

Unit Summary

La città e comunità: places around town and giving directions, people, activities, and means of transportation.

La geografia: Central Italy.

La grammatica: reflexive and reciprocal verbs, the verb *Piacere*, possessive adjectives and pronouns, demonstrative and position of adjectives.

La cultura: All roads lead to Rome.

La letteratura: Short story *La mamma e il bambino* by Claudio Gianini.

Intended Outcomes - {Essential Questions}

In the target language:

- What do I know about the medieval town of Perugia?
- Can I describe my morning routine using reflexive verbs?
- Will people be able to understand me when I speak about my likes and dislikes of activities and things?
- Do I know the role Italy played during WWII?
- Can I use possessive pronouns appropriately to describe possessions and when referring to family?
- Do I understand how the position of adjectives in sentences changes their meaning depending on their placement before or after the noun?
- Am I capable of giving a synopsis to a friend of a short film?
- Can I describe the environmental factors that contribute negatively and positively to city life in Italy and the United States?
- Am I able to describe Rome's infrastructure?
- Am I able to describe my ideal city?
- Am I able to ask and describe where something or someone is located?
- How has Roman architecture changed throughout the centuries?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- I can talk about Italy's role in WWII.
- Describe my morning routine using reflexive verbs in the present and past.
- I can describe the negative and positive factors that influence the environment in Italy.
- I can talk about ancient Rome and its influence on modern society.
- I can describe my ideal city and the places and activities within it.
- I am able to watch a short film and then give a summary in Italian.
- Hobbies and activities are very similar between cultures.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity, and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Talk about activities you like and do not like to do.
- Ask others what they like to do.
- Indicate where things are located.
- Understand cultural activities on favorite activities
- Talk about personality traits.
- Ask and tell what people are like.
- Use adjectives to describe people.
- Understand cultural perspectives on friendship.

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

- Students debate the pros and cons of city life and country life.
- Create a short skit explaining why they could not reach their destination because of traffic.

	<ul style="list-style-type: none"> ● Research the medieval city of Perugia and what it is renowned for today. ● Discuss the historical facts about Italy's involvement in WWII. ● Students write a reaction paragraph to specific scenarios. ● Introduce and practice new vocabulary in context. ● Textbook, workbook, and online activities. ● CD and DVD listening and comprehension. ● Video/on-line poster projects.
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement. ● Research ancient Rome through online maps, photos, and video. ● Create index cards for vocabulary reinforcement. ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards. ● Kinesthetic: TPR (charades for reflexive verbs). ● 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"> ● www.vhlcentral.com ● www.yabla.com ● www.edpuzzle.com ● www.quizziz.com ● www.quia.com ● Textbook ● Workbook ● News websites (current events) ● DVD, music and literature 	

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian Vh
Unit Plan Title:	Lesson 3: Distrarsi e Divertirsi
Time Frame:	20-22 days

World Language Standards

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences from literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain the cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

College and Career Readiness Standards

- 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.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.

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 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.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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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 the 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.

Unit Summary

I passatempo: discussion of hobbies and how Italians like to spend their free time. Students discuss their own personal pastimes.

La geografia: explore the region of Tuscany and its capital, Florence.

La grammatica: review of the *passato prossimo* with *essere* and *avere*, *l'imperfetto*, and *il passato remoto*.

La cultura: Italy's obsession with soccer.

La letteratura: Short story *La chitarra magica* by Stefano Benni.

Intended Outcomes - {Essential Questions}

In the target language:

- Why is Florence considered the Renaissance capital of the world?
- Can I describe my youth using the imperfect verb tense?
- What do I know about the national sport of soccer in Italy?
- Can I use both verb forms of the past tense interchangeably and accurately?
- Why is soccer an integral part of the Italian peninsula?
- When do I use the *passato prossimo* when speaking and writing?
- Do I see parallels between sports cheers in English and those in other countries?
- How do Italians and Italian youth like to spend their weekends and free time?
- Am I able to ask and describe my hobbies and pastimes?
- Can I start inferring the meaning of new vocabulary based on prefixes and cognates?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- I can describe my favorite past times.
- I can talk about the different ways Italians like to spend their free time.
- I can use the preterite to talk about actions I completed in the past.
- Soccer is an important part of Italian culture.
- I can use both the imperfect and preterite.
- Many products and practices related to home and community are shared across cultures; others are culture-specific.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,T,A	Creativity, and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- How to express what they like to do during your free time.
- Discuss what Italians do during their free time and popular hobbies and sports in Italy.
- Create dialogs in groups according to specific scenarios.
- In groups, describe the pros and cons of specific hobbies and activities.
- Explore the city of Florence through multimedia and web-based activities.
- Indicate where things are located.
- Talk about things that occurred in the present past and habitual actions during your youth.
- Narrate a short story using the *passato remoto*.
- Identify major landmarks and important monuments, places, and sites within Tuscany and Florence.
- Listen and interpret information on classmates' youth, Italian medieval art, the soccer phenomenon in Italy, and authentic Italian short story.
- The art of the Renaissance period.

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

- Research online, then compare/contrast Italy's national sport with that of the United States.
- Prepare and present a dialogue with a partner using the phrase 'Ne vale la pena'.
- Write a composition about personal preferences regarding hobbies and pastimes.
- Introduce and practice new vocabulary in context.
- Textbook, workbook, and online activities.
- CD and DVD listening and comprehension.
- Watching a short story video.
- Research and present one of Florence's art masterpieces.
- Create a cheer in Italian.
- Read and interpret a short story in Italian.
- Write a minimum two-page essay about a specific topic covered in this chapter.
- Describe how you were during your youth. What has changed?

Differentiation Strategies

- Create picture cards for vocabulary reinforcement.
- Class discussion about the film and short story.
- Create index cards for vocabulary reinforcement.
- Use visual aids to present new material, i.e. PowerPoint presentations.
- Kinesthetic: TPR.
- Choice of activities where possible (charades, bingo, memory).
- 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

- www.vhlcentral.com
- www.yabla.com
- www.edpuzzle.com
- www.quizziz.com
- www.quia.com
- Textbook

- Workbook
- DVD videos
- Laboratory manual activities

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian Vh
Unit Plan Title:	Lezione 4: Il Valore Delle Idee
Time Frame:	20-21 days

World Language Standards

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences from literary or informational texts on a range of topics.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events, and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

College and Career Readiness Standards

- 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.3: Use a variety of types of thinking to solve problems.
- 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.

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 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.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.
- 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 the 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.

Unit Summary

La giustizia e la politica: discussion of laws in Italy, politics, the people, safety and danger awareness.

La geografia: explore the region of Lombardy and its capital, Milan.

La grammatica: review of the *trapassato prossimo*, *trapassato remoto*, object pronouns, the imperative and irregular verbs *dovere*, *potere* and *volere*.

La cultura: Italy's role in the European Union and diversity within its population.

La letteratura: Article: *La compra della Repubblica* by Giovanni Papini.

Intended Outcomes - {Essential Questions}

In the target language:

- What are the historical and current events regarding Italy and immigration?
- How is Italy controlling the influx of illegal immigrants to the peninsula?
- What connotation does the word 'clandestine' have in Italian politics and society?
- How has the influx of foreigners in Italy contributed to a decrease in intolerance of other cultures and an increase in hate, discrimination, and bigotry?
- Compare the immigration policies of Italy with that of the United States. What are the similarities and differences?
- Can I talk about a past action using the *trapassato prossimo*?
- What is the European Union and what benefits does it provide its members?
- Can you describe the capital of Milan and what it represents for Italy?
- Can you properly use *potere*, *dovere*, *volere*?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- Italy is going through societal transformations.
- Immigration and its influence on Italian politics.
- Communication is the ability to understand and be understood in real-world contexts.

- Using civics to present grammar topics, express opinions, and present history.
- The ability to use the first language to help decipher and recognize words and phrases in the target language.
- I can describe past actions completed prior to another past action.
- I can create a virtual tour of Milan.
- I can use irregular verbs *potere, volere, dovere* in conversation and dialog.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E,A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E,T,A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Talk about Italian politics and law.
- Compare the Italian judicial system with that of the United States.
- Analyze Italy's role in the European Union.
- Understand the ongoing immigrant problems in Italy.
- Talk about Milan and its importance in the Lombardy region.
- Describe and/or narrate actions already completed using the *trapassato prossimo* and *remoto*.
- Talk about Lago Maggiore and the islands situated in it.
- Understand how to give commands using the imperative mood.
- Understand how to use double object pronouns in conversation and written text.

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

- Research online, then compare/contrast and discuss Italy's immigrant problems with that of the United States.
- Prepare and present a political debate.
- Write a composition about a political topic discussed in the chapter using new vocabulary words from the lesson.

	<ul style="list-style-type: none"> ● Introduce and practice new vocabulary in context. ● Textbook, workbook, and online activities. ● CD and DVD listening and comprehension. ● Research and present on the city of Cremona in Lombardy. ● Imagine being a human rights activist and presenting your opinions on a variety of contemporary topics. ● Read and interpret a news article about immigration in the target language. ● Read and discuss current political debates in Italy. ● Create an imaginary story using photo prompts and present it to the class. ● Create a dialog using assigned scenarios and present to class.
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement. ● Present a news clip from an Italian news program. ● Create index cards for vocabulary reinforcement. ● Use visual aids to present new material, i.e. PowerPoint presentations, videos, 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"> ● www.vhlcentral.com ● www.yabla.com ● www.edpuzzle.com ● www.quizziz.com ● www.quia.com ● Textbook Sentieri ● Workbook ● Chapter DVD ● Listening activities 	

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian Vh
Unit Plan Title:	Lezione 5: Le Generazioni in Movimento
Time Frame	28-32 days

World Language Standards

- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

College and Career Readiness Standards

- 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.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.

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

- 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.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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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 the task, purpose, and audience.

Unit Summary

In famiglia: discussion of parental relationships, phases in life, age generations, family lifestyle, and personality

La geografia: explore the two largest islands of Sicilia and Sardegna.

La grammatica: a review of partitives and expressions of quantity using the preposition *di*, *ci* & *ne*. Students practice speaking in the future tense. Review of adverbs.

La cultura: The importance of the mother figure in Italian cultural history and how it has changed going into the twenty-first century. Discuss the phenomenon of *I mammoni* or mamma's boy.

La letteratura: Short Story: *L'innocenza* by Elsa Morante.

Intended Outcomes - {Essential Questions}

In the target language:

- Do I understand that culture affects perspectives on leisure time activities?
- Can I talk about my youth and my relationship with my family?
- Can I describe my family and all its members, in detail using appropriate adjectives?
- Can I express what I am going to do using the *futuro semplice*?
- Am I able to speak about different generations and how their opinions change about different social and cultural topics?
- Am I able to describe my role in my family?
- Am I able to explain the linguistic and cultural history of Sicily and Sardegna?
- Am I able to use partitives to express quantity?
- Am I able to use expressions *ci* & *ne* in everyday conversation?
- Am I able to use adverbs to describe events and how frequently they occur?
- Can I talk about where I believe I will be in 20 years from now?
- Can I explain who Elsa Morante was and the importance of her works in Italian literature?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- I can talk about my immediate and extended family using possessives.
- I can talk about my relationship with family members using the past and present tense.

- I can talk about what my future and the future of others will be like.
- I can use *ci & ne* to replace places and quantity in the dialog.
- I can use adverbs to modify verbs.
- A mother's role in the family and discussing her importance in different cultures.
- Using adjectives to make speaking and writing more descriptive and colorful.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
X	Global Awareness	E,A	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	E,T, A	Communication
	Civic Literacy	E,T, A	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Talk about titles of family members.
- Discuss the different stages in a person's lifespan.
- Talk about the mother's role in the family.
- Talk about where you will be in 20 years.
- Learn how to use adverbs to be more descriptive in speaking and writing.
- Understand cultural perspectives on the family.

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

- Research online archeological sites found in Sardegna and Sicilia and present.
- Have a dialog with a friend about a recent vacation.
- Write a composition about the generations in your family and how they differ.
- Prepare an itinerary for an upcoming vacation to an Italian location.
- Textbook, workbook, and online activities.
- CD and DVD listening and comprehension.
- Talk about common problems in the family and how they can be resolved.
- Read and interpret a grocery list using partitives.
- Read and interpret a recipe using *ci & ne*.
- Read and interpret a passage about the mother's role in the family.
- Talk about where you and others will be in 20 years.

<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Read and answer comprehension questions. ● Create picture cards for vocabulary reinforcement. ● Create index cards for vocabulary reinforcement. ● Use visual aids to present new material, i.e. PowerPoint presentations, 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"> ● www.vhlcentral.com ● www.yabla.com ● www.edpuzzle.com ● www.quizziz.com ● www.quia.com ● Textbook Sentieri ● Workbook ● Chapter DVD ● Listening activities ● www.youtube.com 	

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian Vh
Unit Plan Title:	Lezione 6: La Società Che Si Evolve
Time Frame:	23-26 days

Anchor Standards/Domain

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.PRSENT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSENT.6: Explain the cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

College and Career Readiness

- 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 the differences between ownership and sharing of information.
- 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.

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- 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.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.

- 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 the 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.

Unit Summary

- Società e cambiamenti: discussion of societal problems and solutions, ways in which society has changed, and social habits.
- La geografia: the history of southern Italy.
- La grammatica: review of the conditional, how to negotiate, impersonal expressions with the subjunctive mood, and suffixes.
- La cultura: The unification of Italy: Regional and national identity.
- La letteratura: Play: *Il Problema dei vecchi* by Dario Fo.

Intended Outcomes - {Essential Questions}

In the target language:

- What is *campanilismo*? How do Italians identify themselves regionally?
- What are the important political, social, and economical differences between the north and south?
- How can I differentiate the regions of Italy?
- Can I use negative expressions to negate a statement?
- Can I use suffixes to improve my vocabulary and adjectives?
- Can I present an argument and provide solutions to cultural, economical, and political problems?
- Am I able to talk about my feelings, opinions, and desire using the subjunctive mood?
- Am I able to express my desires and preferences using the conditional tense?
- Am I able to describe the southern people and their food, language, and history?
- Am I able to use possessive adjectives to express possession and relationships?
- Am I able to read and analyze a historical text and accurately answer comprehension questions?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- I can use suffixes to emphasize vocabulary and meaning.
- I can use the subjunctive to talk about hopes, desire, and doubt.
- I can use negative phrases in conversations.
- 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.
- Expressing one's opinion on the ongoing changes in society.
- Italians proudly identify themselves according to their region.

<i>Check all that apply.</i> 21 st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21 st Century Skills	
x	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
	Civic Literacy	E,T,A	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Discuss the importance of regionalism.
- Talk about your preferences and desires.
- Talk about cultural identity in Italy.
- Compare different dialects.
- Convey emotion, will, and desire using the subjunctive.
- Research the geography of the south.
- Practice forms of negation in the target language.
- Understand cultural perspectives on religion, politics, and conformity.

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

- Research online, then compare/contrast the differences between regions.
- Create a travel itinerary.
- Support your stance on a political topic.
- Introduce and practice new vocabulary in context.
- Textbook, workbook, and online activities.
- CD and DVD listening and comprehension.
- Discuss stereotypes.
- Use the subjunctive to express what you want to change in society or politics.
- Participate in a discussion about ways in improving society.
- Create a funny story using assigned vocabulary.
- Discuss a famous painting depicting a family celebration.
- Play a game using new verb forms and subject pronouns.
- Watch a short comedy highlighting the northern and southern conflict.
- Discuss and answer comprehension questions.

	<ul style="list-style-type: none"> ● Role-play a short story. ● Create a poster that supports a social concern.
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement. ● Group activities. ● Group presentations. ● Online research. ● Create index cards for vocabulary reinforcement. ● Use visual aids to present new material, i.e. PowerPoint presentations, 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"> ● www.vhlcentral.com ● www.youtube.com ● www.yabla.com ● www.edpuzzle.com ● www.quizziz.com ● www.quia.com ● Textbook Sentieri ● Workbook ● Chapter DVD ● Listening activities 	

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian Vh
Unit Plan Title:	Lezione 7: Le Scienze e la Tecnologia
Time Frame:	20-25 days

World Language Standards

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences from literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events, and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

College and Career Readiness Standards

- 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 the differences between ownership and sharing of information.
- 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.

Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 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.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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.

Unit Summary

- Il progresso e la ricerca: discussion of advancements in science and technology, inventions, the digital world, and problems and solutions associated with them.
- La geografia: *Il Triveneto*, where Italy meets Europe.
- La grammatica: review of comparatives and superlatives, relative pronouns, the past subjunctive, and the uses of *conoscere and sapere*.
- La cultura: Venezia: sommersa o salvata? The ongoing problem surrounding Venice and water-rising.
- La letteratura: Short story: *Le meraviglie del duemila* by Emilio Salgari.

Intended Outcomes - {Essential Questions}

- What Italians have contributed to the world of science and technology and how?
- What Italians have earned the Nobel Peace Prize in science?
- To what extremes have Venetians gone in order to stop the rising waters?
- Can I describe the Triveneto regions? Where are they located and their culture?
- Can I use technology-related vocabulary in everyday conversation?
- Can I identify technological terms in Italian?
- Am I able to discuss the positive and negative effects of technology in society today?
- Can I answer comprehension questions about a short film?
- Can I role-play a scenario according to specific cues?
- What is Italy's history with Slovenia and Croatia? How is their relationship today?
- Can I make comparisons between people, places, and things using superlatives and comparatives?
- Can I use relative pronouns accurately when speaking and writing?
- Am I able to use the subjunctive to express my feelings about technology in the future?
- Can I read a short story and answer comprehension questions upon reading it?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- I can use relative pronouns in original sentences and dialogs.
- I can use comparative expressions.
- The ability to use the 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.
- Italians have contributed greatly to the fields of sciences and technology.
- How will scientific advances help the floating city of Venice combat its water-rising problems?

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21 st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21 st Century Skills	
x	Global Awareness	E,T,A	Creativity, and Innovation
x	Environmental Literacy	E,T	Critical Thinking and Problem Solving
x	Health Literacy	E,T,A	Communication
x	Civic Literacy	E,T,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Describe how they would feel in stressful, emotional or awkward hypothetical situations.
- Use adjectives to describe their personality and that of classmates.
- Express emotion and opinion with classmates after viewing a short film.
- Discuss the contributions of Italians and Italian-Americans throughout the world in art, music, food, and literature.
- Present to the class a description of one work of art by Italian artist Salvatore Fiume.
- Use/practice the fundamental sound system of the Italian language.
- Share opinions on why they feel it is important to study Italian.
- Discuss the marital status of themselves and others.

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

- Students describe the marital status of themselves and others.
- Research/explore the geography and culture of the Italians around the world.
- Identify, discuss and research the works of famous Italian and Italian-Americans who have contributed to the 'Made in Italy' trade.
- Create situations and role-play a scenario using new vocabulary.
- Take a personality test and predict and share results with each other.
- Describe what their soul mate would be like using new vocabulary.
- Narrate a story presented only through photo slides.
- Share opinions about short Italian films.
- Textbook, workbook, and online activities.
- Participate in small, informal, group conversations in class on a given topic.
- CD and DVD listening and comprehension.
- Role-play an assigned dialog for the class with emotion and drama.

Differentiation Strategies

- Create picture cards for vocabulary reinforcement.
- Design maps that depict the immigration routes of Italians and population growth.
- Create index cards for vocabulary reinforcement.
- Use visual aids to present new material, i.e. PowerPoint presentations, and picture cards.
- Kinesthetic: TPR.
- 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

- www.vhlcentral.com
- www.yabla.com
- www.edpuzzle.com
- www.quizziz.com
- www.quia.com
- Textbook Sentieri
- Workbook
- News websites (current events)
- DVD, music and literature

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian VH
Unit Plan Title:	Lezione 8: Le Ricchezze Culturali e Storiche
Time Frame:	12 days
World Language Standards	
<ul style="list-style-type: none"> ● 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). ● 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. ● 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. ● 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. ● 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) ● 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. ● 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. ● 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. ● 7.1.IH.PRSNT.6: Explain the cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. 	
College and Career Readiness Standards	
<ul style="list-style-type: none"> ● 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 the differences between ownership and sharing of information. ● 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. 	
Interdisciplinary Standards	
<ul style="list-style-type: none"> ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● 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.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 	

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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 the task, purpose, and audience.

Unit Summary

- Le arti e la storia: a presentation of history, literature, and art history of Italy.
- La geografia: *Emilia-Romagna*, the best in gastronomy.
- La grammatica: uses of the infinitive, disjunctive pronouns, and prepositions, verbs followed by prepositions, the gerunds and participles.
- La cultura: The life and works of Michelangelo Buonarroti.
- La letteratura: Short story: *La Parola Proibita* by Dino Buzzati.

Intended Outcomes - {Essential Questions}

- Why was Michelangelo considered a versatile and controversial artist for his time?
- Can I discuss a short film with my peers?
- Can I identify works of art with respect to the period in which they were produced?
- How have historical events in Italy influenced art?
- Why is Emilia-Romagna known for gastronomy? What are the typical dishes of the region?
- Who was Alessandro Manzoni?
- Can I use disjunctive pronouns in everyday conversation?
- Can I use the gerund to describe an action in progress?
- Am I able to identify which prepositions follow specific verbs?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- I can talk about Michelangelo and his accomplishments.
- I can give a summary of a film I viewed in Italian.
- I can talk about the Italian renaissance period.
- I am able to describe the cuisine of Emilia-Romagna.
- Making connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Italy and its role in culinary arts.
- Different genres of Italian art, film, and architecture.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity, and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E,T,A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> E,T,A	

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

- Talk about art history.
- Describe present actions.
- Talk about the life of Michelangelo Buonarroti.
- Become familiar with new artistic vocabulary.
- Answer questions about a short film.
- Understand cultural perspectives on Italian cuisine.

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

- Research online various Italian artists and their masterpieces.
- Research the independent city of San Marino.
- Write a composition about what you bought.
- Talk about mosaics in Emilia-Romagna.
- Textbook, workbook, and online activities.
- CD and DVD listening and comprehension.
- Create posters stating what to do and not to do in specific places.
- Watch a short film and answer comprehension questions.
- Describe picture prompts in detail.
- Play a game using new verb vocabulary.
- Discuss and answer comprehension questions.
- Role-play a dialogue.
- Research main dishes according to region.

Differentiation Strategies

- Create picture cards for vocabulary reinforcement.
- Create index cards for vocabulary reinforcement.
- Show film about Italian art history.
- Play Bingo using new vocabulary.
- Use visual aids to present new material, i.e. PowerPoint presentations, 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](#)
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- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- www.vhlcentral.com
- www.yabla.com
- www.youtube.com
- www.edpuzzle.com
- www.quizziz.com
- www.quia.com
- Textbook Sentieri
- Workbook
- News websites (current events)
- DVD, music and literature
- www.Conjuguemos.com

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian VH
Unit Plan Title:	Lezione 9: L'influenza Dei Media
Time Frame:	20-25 days
World Language Standards	
<ul style="list-style-type: none"> ● 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences from literary or informational texts on a range of topics. ● 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. ● 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. ● 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. ● 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. ● 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. ● 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) ● 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. ● 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. ● 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. ● 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. 	
College and Career Readiness Standards	
<ul style="list-style-type: none"> ● 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.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. 	
Standard Number(s)	
<ul style="list-style-type: none"> ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● 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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. 	

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit Summary

- Media e cultura: discuss cinema, radio and television, prominent media organizations in Italy, people of the media, the press, and popular culture.
- La geografia: *Liguria and the SanRemo musical festival*.
- La grammatica: the imperfect subjunctive and the past perfect subjunctive, indefinite adjectives and pronouns, hypothetical statements, and other uses of the subjunctive.
- La cultura: Movie director Federico Fellini, *The Master of Dreams*.
- La letteratura: essay: *Come presentare in TV* by Umberto Eco.

Intended Outcomes - {Essential Questions}

- Am I able to talk about how media affects society in a positive and negative manner?
- Can I use new vocabulary about mass media in conversation?
- Can I express my opinions on various types of television shows?
- Can I express hopes and wishes using the subjunctive?
- Can I talk about the Liguria region and what makes it so appealing to the eye?
- Do I know what RAI is?
- Can I discuss what San Remo musical festival is?
- Who are the great Italian film actors past and present?
- What contributions have Italians made to musical arts?
- Can I use independent and dependent subjunctive clauses when writing?
- Am I able to use indefinite adjectives and pronouns to speak about unspecified people or things and indicate general quantities?
- Am I able to create and interpret hypothetical situations?
- Am I able to talk about who Umberto Eco is and his role in the study of semiotics, literature, and philosophy?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Communication is the ability to understand and be understood in real-world contexts.
- The ability to use the 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.
- The Liguria region and what it has to offer visitors.
- The importance of the annual San Remo music festival.
- Italian cinema and its influence on film universally.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity, and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E,A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> E,A	

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

- Practice creating and answering hypothetical questions.
- Use new vocabulary in creative dialog.
- Talk about how you get your news, what you watch on television and celebrities.
- Learn about post-war Italian cinema.
- Practice all the usages for the subjunctive mood.
- Understand cultural perspectives on media.

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

- Watch a Federico Fellini film clip.

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Create hypothetical statements using <i>se</i> clauses. ● Write a composition about reality TV and its effects on society. ● Introduce and practice new vocabulary in context. ● Textbook, workbook, and online activities. ● CD and DVD listening and comprehension. ● Create a new television program. ● Analyze an essay. ● Discuss the life and works of Fellini. ● Watch a short film and respond to questions. ● Discuss and answer comprehension questions. ● Role-play a dialogue between a store clerk and shopping looking for clothing. ● Play charades using media vocabulary.
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement. ● Create index cards for vocabulary reinforcement. ● Roleplay. ● Vocabulary games. ● Use visual aids to present new material, i.e. PowerPoint presentations, 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"> ● www.vhlcentral.com ● www.edpuzzle.com ● www.yabla.com ● www.quizziz.com ● www.quia.com ● www.youtube.com ● Textbook Sentieri ● Workbook ● News websites (current events) ● DVD, music and literature 	

Content Area/ Grade Level/ Course:	World Languages - Italian Intermediate-High Level Italian VH
Unit Plan Title:	Lezione 10: Prospettive Lavorative
Time Frame:	25-30 days

World Language Standards

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events, and personal experiences, using connected sentences and short paragraphs, often across major time frames.

College and Career Readiness Standards

- 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 the differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the 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.).

Interdisciplinary Standards

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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.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.

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 the 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.

Unit Summary

- Il lavoro e le finanze: description of steps for how to look for a job, the workforce, introduction to new vocabulary for work and finances.
- La geografia: *Le Alpi: Skiing and the mountains*.
- La grammatica: the passive voice, the *si passivante* and *si impersonale*, indirect discourse, verbs of perception followed by the infinitive.
- La cultura: La moda italiana
- La letteratura: short story: *L'avventura di due sposi* by Italo Calvino.

Intended Outcomes - {Essential Questions}

- Can I discuss Made in Italy in relation to fashion?
- Can I talk about the Italian Alps and the sport of skiing?
- Can I talk about difficulties in the job market today?
- Can I talk about Ferrero S.p.A, what it means, and the company?
- Am I able to use passive and active voice interchangeable when writing and speaking?
- Can I create a resume in Italian, and express my strengths and weaknesses in an interview?
- Am I able to use the *Si passivante* when advertising something for sale/rent or job opening?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- 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 the 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.
- Fashion differs from culture to culture.
- New vocabulary associated with work and personal finance.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,T,A	Creativity, and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E,T,A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Talk about clothes, shopping, and renowned Italian fashion designers.
- Use verbs of perception to allow, force, permit, and someone to do something.
- Learn how to respond to a job announcement and ask for a raise.
- Point out what to do and not do during a job interview.
- Speak and write in the passive voice.
- Understand cultural perspectives on the workforce in Italy.

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

<i>Activities</i>	<ul style="list-style-type: none"> ● Talk about your dream job and present to the class. ● Respond to a job advertisement. ● Introduce and practice new vocabulary in context. ● Textbook, workbook, and online activities. ● CD and DVD listening and comprehension. ● Invent a storyline to specific photos. ● Describe the female job force. ● Discuss from a picture prompt. ● Research the town of Torino. ● Watch a short film based on new vocabulary. ● Discuss and answer comprehension questions. ● Play charades using new vocabulary.
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement. ● Create index cards for vocabulary reinforcement.

- Use visual aids to present new material, i.e. PowerPoint presentations, and picture cards.
- Role play.
- 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

- www.vhlcentral.com
- www.yabla.com
- www.youtube.com
- www.edpuzzle.com
- www.quizziz.com
- www.quia.com
- Textbook Sentieri
- Workbook
- News websites (current events)
- DVD, music and literature