

Madison Public Schools

Grade 8 Italian

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Course Overview

Description

In Italian 8, students who have already completed 6th and 7th grade Italian will continue to develop their ability in the four skills of Language Learning - listening, speaking, reading, and writing - and through multi media exposure to authentic culture. Students strengthen and showcase these skills using Interpretive, Interpersonal, and Presentational modes of communication. Italian 8 offers opportunities for students to use 21st Century Skills to effectively enhance their own learning of the language, to be aware of the positive impact that learning a language can present them, to become aware of multicultural perspectives, and to be motivated to use their target language in authentic contexts with a variety of audiences. Each unit presents a new linguistic and cultural context, that students will learn to navigate with increasing independence and creativity.

An overview of topics for this course include: Review of 6th and 7th Grade Italian; “*La Scuola Italiana*”, a unit about the Italian school system; “*Ti sta bene!*”, a unit focusing on clothing, Italian fashion designers and production, sourcing of clothing for modern markets, and blogging as a means of modern international communication; “*Mangiare all’Italiana*”, a unit in which students learn about Italian meals and food culture as well as traditional recipes, and choose one region to focus on for a research menu and comparative writing assignment; “*Gli Acquedotti Romani*”, a unit in which the students advance their language skills using authentic print, digital and video texts and applying concepts learned in other content areas to discuss and plan the design and building of a functioning model aqueduct with a partner class in Italy; and finally, *Ladri di Biciclette*, a unit which will explore cinematographic techniques, Italy’s role in world cinemas, and explore cultural ideals and dialectal language use as seen in the 1950’s film for which the unit was named.

Goals

This course aims to:

- develop Skills and Modes of Language Learning as well as an appropriate vocabulary to comprehend and discuss a variety of basic and everyday conversational topics
- support the comprehension of authentic resources through development of interpretive skills
- develop writing processes and strategies to produce original writing in Target Language
- nurture an environment of using the target language to discuss cultural and everyday topics

Resources

[Suggested activities and resources page](#)

Materials

Core: There is no textbook used in this course

Supplemental: See attached list [here](#)

Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview

Unit Title: Ripasso

Unit Summary:

This unit provides students the opportunity to review the key points of 6th and 7th grade Italian. The students will practice and be assessed on the four skills of language learning. A strong background in the previously learned fundamentals of Italian language will help the students to continue their growth in language proficiency.

Suggested Pacing: 15 lessons

Learning Targets

Unit Essential Questions:

- How do I command language in a way that is clear to other learners and native speakers?
- How can I identify key words in understanding authentic target language texts?

Unit Enduring Understandings:

- Language production is creative, and successful communication mainly depends on clarity of phrasing
- Familiarity with another language can improve awareness of one's own native language
- Language provides insight into cultures of the world

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

Graded Review Booklet and Speaking Assessment with essential topics from Italian 6 and 7

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Utilize topics from 6th and 7th grade Italian in authentic contexts	<p>Content: Pronunciation rules, definite and indefinite articles, formal and informal speech, noun/adjective agreement, regular and irregular pluralization, regular and irregular verbs, interrogatives, forming questions, simple possession, possessive adjectives, expressing likes and dislikes, telling time and talking about schedules, past tense (<i>passato prossimo</i>), adverbs of time, demonstrative adjectives, simple and complex prepositions, inviting, accepting and rejecting invitations</p> <p>Skills: Greet in target language</p> <p>Use formal and informal speech as culturally appropriate</p> <p>Ask and answer simple informational questions</p> <p>Describe people, places and objects; state of being; time; simple actions in the present and past tenses; likes and dislikes</p>	<p>Complete self-paced review quizzes on Libro Digitale website; fill out self progress tracking sheets including reflection of skill mastery</p> <p>Produce interactive notebook with complete notes on all topics, to be kept in binder throughout year and added to as journal</p>	<p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	15 lessons

Unit 2 Overview
Unit Title: La Scuola Moderna
Unit Summary:

This unit will provide students the opportunity to describe and compare educational systems in Europe and the United States, and present on their own conceptual design for a modern school.

Suggested Pacing: 32 Lessons

Learning Targets

Unit Essential Questions:

- How do I describe a schedule or say at what time something happens?
- Are American school schedules similar to Italian school schedules?
- What is an ideal learning environment?
- What is the role of school in preparing students for the future?
- How do I give commands in a way that is culturally appropriate?

Unit Enduring Understandings:

- Educational systems around the world reflect the cultural values of the citizens and government
- Educational environment has an impact on the success of learners

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

Students will complete a [Unit Project](#), for which they will write a mission statement and present on a proposal for a modern school in the target language.

Alternative Assessment:

1. Create a dialogue introducing themselves to someone new to MJS, describing **where** they like to go, **when**, with **whom** and **why** they go to various places.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Give and follow directions in the target language; review classroom vocabulary and asking permissions; follow instructions for real life and digital tasks	Content: Imperative statements, formal vs. informal commands Skills: Use imperatives to give instructions	Completion of a dictated task	7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.B.2	5 lessons

			Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	
Ask and answer questions related to school environment and schedules	<p>Content: Essential student questions for this unit</p> <p>Skills: Using interrogative techniques to appropriately ask and answer questions of peers and teacher</p>	Speaking Assessment	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	4 lessons
Describe structure of Italian school system	<p>Content: Introductory vocabulary presentation on structure of school system, reading about Italian schools</p> <p>Skills: Identify differences between school systems, describe Italian and American schools systems in target language</p>	Vocabulary and comprehension quiz	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	4 lessons
Use authentic audio recordings of native speakers to learn about Italian school day schedule, and to make comparisons between a typical Italian school schedule and an American school schedule	<p>Content: Recordings from Audiolingua about students' school schedules</p> <p>Skills: Listening comprehension, comparing and contrasting differences from target language resource and personal knowledge</p>	Comprehension quiz	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	4 lessons
Describe school schedules using the prepositions “at” and “of”	<p>Content: articulated preposition “a” (for telling time); syntax pattern for phrases with preposition “di” showing possession or content</p> <p>Skills: Use the essential prepositions “a” and “di” to clarify complex sentences</p>	Create a typed copy of schedule in TL, and a paragraph narration of the schedule	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1</p>	5 lessons

			Use digital tools to participate in short conversations and to exchange information related to targeted themes.	
Compare the schedules of MJS students to the school schedules of Italian students, and describe the school environment of MJS, Liceo Banfi (partner school in Italy), and other European schools	<p>Content: Authentic student schedules, videos from Indire Ricerca (Part 1) (Part 2) about model schools in Europe, exchange letters from students in Italy about their school</p> <p>Skills: Compare two things in respect to one quality, using terms of comparison in majority, minority, and equality</p>	<p>Create a Venn Diagram representing the two schedules, and write a comparative paragraph describing the similarities and differences</p> <p>True/False quiz about Italian schools</p> <p>Listening comprehension assessment about Italian student's school day (from Audiolingua)</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>	10 lessons

Unit 3 Overview
Unit Title: Ti sta bene!
<p>Unit Summary:</p> <p>In this unit, the students will use authentic written and multimedia texts to learn about clothing in real world contexts, including production of clothing and accessories by Italian fashion designers and artisans, the significance of the label “Made in Italy”, and production of clothing elsewhere and human rights issues.</p>
Suggested Pacing: 42 Lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> Why is Italy known for its fashion?

- How can I speak and write descriptively?
- Where does the clothing I wear come from?
- What role does the clothing industry have in American culture, Italian culture, and in other cultures?

Unit Enduring Understandings:

- Italy has a long history of textile production and trade with other cultures, which continue to influence Italy's participation in the fashion industry.
- Clear communication of ideas, both in Italian and English, requires following of patterns in word order and agreement.
- Clothing serves a basic need but is also a way of outward self expression.
- Ethical production of clothing requires training in techniques and fair pay of employees.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

At the end of this unit, the students will read selected blog entries from an Italian fashion blogger. They will then [write three of their own blog entries describing outfits to wear at occasions of their choosing](#). Finally, the students will listen to a spoken prompt, and will record themselves describing an outfit for the given situation. The students will also complete a unit test, demonstrating their mastery of the unit language objectives.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use authentic sources in the target language to learn about and describe well known Italian fashion designers; the role of the fashion industry on Italian culture and economy, and Italian production of artisan clothing and accessories; and the modern issue of unethical clothing production to reduce costs for global markets.	<p>Content: Clothing and fashion vocabulary, article about Italian fashion designers, readings and dialogs on clothing from Chiarissimo 1 and SuperCi@o books</p> <p>Skills: Use authentic texts to identify present progressive tense in context and model writing after sentence styles; understand and use reflexive pronouns with present tense verbs; identify key words and phrases from authentic text; be able to describe Italian fashion industry, and production of clothing and accessories in target language</p>	<p>Quiz on present progressive tense and reflexive verbs</p> <p>Paragraph writing about Italian fashion</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	8 lessons

			<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	
Ask and answer questions related to clothing and shopping	<p>Content: Essential student questions for this unit</p> <p>Skills: Using interrogative techniques to appropriately ask and answer questions of peers and teacher</p>	Speaking Assessment	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	4 lessons
Use multiple descriptive words, including adjectives, adverbs, and terms of comparison, to provide and understand descriptions	<p>Content: Vocabulary (nouns, adjectives, adverbs, terms of comparison) related to clothing; syntax practice</p> <p>Skills: Combine multiple parts of speech to make noun and verb phrases, as well as simple, compound and complex sentences in the target language</p>	<p>Listening assessment, description of clothing</p> <p>Writing assessment, description of outfit from picture</p>	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	5 lessons
Read a short story in Italian	<p>Content: Short story in target language, “Furto a Scuola”; new vocabulary from the story</p> <p>Skills: Read a short story in the target language; summarize the events of the story in own words; create original skit based on action of story</p>	<p>Reading quizzes</p> <p>Perform skit based on story</p>	<p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	5 lessons
Create style and shopping survey to learn about habits of Italians	<p>Content: Prepare survey questions to send to partner class in Italy about clothing styles and shopping in their hometown</p> <p>Skills: Design questions to be answered by target language audience, compare and contrast clothing availability, cost and styles in Italy and USA</p>	Write paragraph comparing results of survey from our class and Italian students	<p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	4 lessons
Read authentic article about recycled and donated clothing in Italy	<p>Content: Article, Questa è la fine che fanno i tuoi vestiti, on what happens to donated</p>	Vocabulary and Comprehension quiz	7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics	2 lessons

	<p>clothing in America and in Italy</p> <p>Skills: Analyze syntax structures of news article, analyze adjectival use of past participles in context</p>		<p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Understand authentic informal texts in Italian, and produce similar text	<p>Content: Selected posts from Italian fashion blog</p> <p>Skills: Read posts from fashion bloggers in target language; identify characteristics of informal versus formal writing; be able to produce writing modeled after examples</p>	Blog assignment	<p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	7 lessons
Ask and answer questions about clothing, shopping and clothing production orally	<p>Content: Questions and answers related to unit theme and lessons</p> <p>Skills: Respond to questions orally and pose questions</p>	Speaking Assessment	<p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the</p>	2 lessons

	based on contextual prompt		target culture(s) and one's own culture, orally, in writing, or through simulation	
Demonstrate mastery of unit language and content objectives on written test	<p>Content: create review booklet, including: unit vocabulary, present progressive tense and reflexive verbs, notes on Made in Italy, clothing production, and clothing recycling</p> <p>Skills: Use language and content objectives from unit in context</p>	Unit Test	<p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation</p>	5 lessons

Unit 4 Overview

Unit Title: Mangiare all'Italiano!

Unit Summary:

In this unit, the students will explore Italian cuisine by focusing on a region to research through authentic texts and personal interview, and then present their regional cuisines to the class. The students will also learn about Italian culture in regards to food.

Suggested Pacing: 38 lessons

Learning Targets

Unit Essential Questions:

- What influence does geography have on cuisine in Italy?
- Why do different regions have diversity of their cuisine?
- What multicultural influences are present in the cuisines of Italy?
- Why is Italian American cuisine different than the cuisines of Italy?
- What cultural expectations do Italian have about eating with family, as a guest, or at an eatery? How do these expectations differ than an American or other cultural perspective?

Unit Enduring Understandings:

- Though Italy is a single country today, it's regions consist of greatly diverse cultures.
- Before modern transportation, local ingredients and bounty had the greatest impact on preparation of dishes.
- Italian American cuisine has evolved based on availability of ingredients and local culture of Italian immigrants in America.
- Each culture approaches meals differently, and norms of one culture may be very different from those of another culture.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

To evidence their learning in this unit, the students will complete a [multi-step project](#), targeting the interpretive, interpersonal, and presentational modes. The first step of the project will be to assemble research on the cuisine of a region of Italy. The students will use their research to create a menu for a restaurant serving that region's cuisine. Next, the students will share their menus in pairs, meeting with several classmates. The student will then choose two restaurants that they would like to use in writing a comparative review of the two restaurants.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Identify and describe famous regional dishes from Italy	<p>Content: Review of regions of Italy, information from “Buon Appetito” and “Chiarissimo 1” textbooks about classic Italian regional dishes, comparative language</p> <p>Skills: Name common ingredients in Italian cuisine; identify and describe landmark Italian regional dishes</p>	<p>Vocabulary quiz</p> <p>Matching quiz - regions with dishes</p> <p>Speaking assessment - describe dishes</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation</p>	5 lessons
Ask and answer questions related to food, meals, likes and dislikes, allergies and regional cuisines	<p>Content: Essential student questions for this unit</p> <p>Skills: Using interrogative techniques to appropriately ask and answer questions of peers and teacher</p>	Speaking Assessment	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	4 lessons
Use film clips as authentic informational sources on ordering in an Italian restaurant	<p>Content: Clip from “La Vita è Bella” with comprehension and aural questions; Clip from Benvenuti al Sud</p> <p>Skills: listening comprehension, making comparative observations</p>	Reenactment of a scene	<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	4 lessons
Research Italian regional cuisine by using authentic academic texts, and use research information to create menu in target language	<p>Content: Italian regional cuisine; “Itinerari” books, “Italia in Tavola” pamphlet, Accademia Barilla website</p> <p>Skills:</p>	Regional Menu	<p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	5 lessons

	Name and describe famous dishes for one region of Italy; describe link between land and cuisine			
Read a multicultural resource about Italian food culture; formulate questions about the reading, and interview an Italian to learn their answers	<p>Content: Cultural reading, interview questions and responses</p> <p>Skills: Formulating questions based on a reading; asking questions to a native Italian speaker; recording responses</p>	Reading quiz	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	5 lessons
Order a meal, ask and respond to simple questions about order and food, and request check in the target language	<p>Content: Food vocabulary, expressions for making requests</p> <p>Skills: Ask and answer questions in various levels of formality</p>	Restaurant skits	<p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	5 lessons
Present menus to classmates in small groups	<p>Content: Food vocabulary, regional Italian cuisine, components of Italian meal</p> <p>Skills: Present student-created menu in target language in small groups</p>	Small group presentations (interpersonal speaking)	<p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5</p>	5 lessons

			Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
Write comparative review of two classmates' menus	Content: Regional Italian cuisine, language of comparison, past tense narrative Skills: Compare and contrast cuisines of Italy in target language, and use past tense in narrative	In-class writing assignment	7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation	5 lessons

Unit 5 Overview

Unit Title: Gli Acquedotti Romani

Unit Summary:

This unit prepares students to apply and expand their knowledge of Italian language through cross-curricular connections with math, science, technology and history. The students will use authentic text, video and audio resources to learn about the Roman Aqueducts from their construction and function during the Roman Empire to their role in modern society. Through a variety of small and large group work, as well as through digital partnerships with peers in Italy, the students will plan, design and present their own scale model aqueducts.

Suggested Pacing: 29 lessons

Learning Targets

Unit Essential Questions:

- Where does the water I drink come from?
- How do people in other cultures access their water?
- How did the construction of the aqueducts influence Ancient Rome's success as a civilization?
- How can I apply the knowledge and skills I've learned in other classes to solve a real world problem?
- How can speaking another language expand my global citizenship?

Unit Enduring Understandings:

- Clean, reliable water sources are necessary for sustaining a civilization.
- Many disciplines are involved in solving real-world problems, and multiple perspectives need to be evaluated.
- Speaking another language increases my ability to communicate with citizens of the world.
- Speaking another language increases my awareness of multicultural perspectives.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

The students will work in homogeneous and heterogeneous, as well as large and small groups to plan, design and construct a scale model of an aqueduct that meets real world needs. [Various assessments](#) throughout the process will evidence the students' learning in this unit.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use authentic target language resources to learn about the Roman Aqueducts; identify grammar structures used in scientific writing in Italian	<p>Content: Articles from Skuola.net, Discovery Channel video in Italian, History Channel video in English, introductory background information, reading from Passo Avanti in Italiano on aqueducts in Rome and their use today</p> <p>Skills: Identify key structures, phrases and vocabulary from readings and videos; identify instances of passive voice in readings, stylistic reason for its use, and practice passive construction; compare and contrast syntactic structures in target language resources to English scientific writing and history writing; model writing after structures found in texts.</p>	<p>Reading Quiz</p> <p>Vocabulary Quiz</p> <p>Passive Construction Quiz</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p>	12 lessons
Formulate, ask and answer questions related to the construction and function of aqueducts in ancient Rome and today	<p>Content: Essential student questions for this unit - the students will brainstorm questions (example from 2015-2016 school year)</p> <p>Skills: Using interrogative techniques to appropriately</p>	Speaking Assessment	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	4 lessons

	ask and answer questions of peers and teacher			
Evaluate and present process of planning an aqueduct from multiple perspectives; Design and build a model aqueduct	<p>Content: Information and vocabulary from text and video readings; cross curricular connections; additional support for planning aqueduct path</p> <p>Skills: Evaluate multiple perspectives in real-world planning; collaborate with classmates and peers in Italy to finalize design</p>	<p>Small group presentations to classmates</p> <p>RACER paragraph</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	8 lessons
Present reflection to target language audience	<p>Content: Written reflection on process and implementation of aqueducts</p> <p>Skills: Present process in target language; present to target language audience</p>	<p>Paragraph writing, voice recording, self evaluation of class participation in assignment</p>	<p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	5 lessons

Unit 6 Overview
Unit Title: Ladri di Biciclette
Unit Summary:

For their final unit, the students will learn about cinematographic techniques, and will discuss them in relation to scenes from the classic Neorealist film *Ladri di Biciclette*, Bicycle Thieves. Through the film, the students will make observations about post World War II Italy, and conduct multicultural comparison between Italian, American, and other familiar cultural values.

Suggested Pacing: 18 lessons

Learning Targets

Unit Essential Questions:

- How does cinema reflect the values of a society?
- How can cinema be a useful tool for learning language and culture?
- Why are there different dialects of Italian? Who speaks the different dialect?
- What communicative advantages and disadvantages come with speaking a dialect?

Unit Enduring Understandings:

- Through cinema, we can gain insight into multicultural perspectives.
- Dialects unify speakers of the same cultural or locational origin.
- Different dialects can cause confusion between speakers of the same language.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

At the end of this unit, the students will apply their learning of the Neorealist plot model and classic cinematographic techniques to create a short film, which they will present to the class and justify their choice of techniques accompanying the story line.

Alternative Assessment: Create and present a cultural flag that represents that country highlighting the elements of culture: food, art, music, dance, leader, money, literature, famous person or people.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use authentic resources to learn about sociopolitical environment of post-World War II Italy; evaluate use of cinematographic	Content: Readings from " <i>L'Italia è cultura: Musica, Cinema e Arte</i> " on cinematographic techniques, neorealist films and director Vittorio de	Cinematographic vocabulary quiz Neorealism and post-WWII Italy quiz	7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.	8 lessons

techniques in film to convey ethos and pathos	<p>Sica; scenes from film <i>Ladri di Biciclette</i></p> <p>Skills: Identify and describe cinematographic techniques; identify cultural influences of environment on action of film; summarize film clips in own words</p>		<p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	
Compare features of Roman dialect, spoken in film, to standard Italian	<p>Content: film <i>Ladri di Biciclette</i>, comparison of terms in Roman dialect to standard Italian</p> <p>Skills: Use contrastive aural skills to identify characteristics of Roman dialect/accent in comparison with standard Italian</p>	Listening quiz	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2 lessons
Apply knowledge of neorealist model and cinematographic techniques to create a short film; justify choices in target language explanation of clip	<p>Content: film <i>Ladri di Biciclette</i>, focus on cultural references and interactions</p> <p>Skills: Recognize impact of culture on characters' actions, decisions, and conversations; compare and contrast cultures across location and time period</p>	RAFT assignment	<p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	8 lessons