

Madison Public Schools

Italian II

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Course Overview

Description

Italian II is offered to students at the novice mid proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the novice-low proficiency level exhibits the following characteristics:

READING:

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including [cognates](#) and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

LISTENING:

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

WRITING:

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited [formulaic](#) language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

SPEAKING:

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic [interlocutors](#) accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

The Italian II course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life, somewhat sheltered situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Italian II course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian. Additionally, students will be expected to articulate and identify similarities and differences across cultural contexts.

Goals

Italian II aims to move students from the novice mid proficiency level to the novice high proficiency level across all four modalities, with an emphasis on oral communication. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the novice high proficiency level exhibits the following characteristics:

SPEAKING:

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

WRITING:

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

LISTENING:

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

READING:

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Materials

Core: Cozzarelli, J. (2011). Sentieri: Attraverso l'italia contemporanea. Boston: Alta Vista Higher Learning, Inc.

Supplemental: quizlet.com, youtube.com, kahoot.com, gimkit.com, quizizz.com

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and 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)

Additional modifications and adaptations

- Use of the projector allows students to read information as it is explained by the teacher.
- Use of a website with calendar allows students to access and review information from home.

Preliminary Unit Overview

Unit Title: Ripasso (Review)/Surviving the Total Immersion Classroom

Unit Summary:

This unit reviews the importance of language and its connection to culture and real world/professional applications. Students will identify important phrases and digital tools for survival in the target language classroom. Students will engage in a review of key vocabulary and grammar acquired during Italian 1. Teacher and students engage in interpersonal communicative activities to build rapport and create positive classroom environment.

Suggested Pacing: 6 lessons

Learning Targets

Unit Essential Questions:

- Why is learning a language important?
- How can I use Italian outside of the classroom?
- How is language related to real world events?
- How can I communicate when I don't have all the tools I think I need?
- What have I learned in Italian 1? What do I need to work on?

Unit Enduring Understandings:

- A language learner has more tools at their disposal than they are aware of.
- Language is deeply connected to personal identity, relationships and global citizenship
- The study of language has tangible and measurable positive effects both socially, fiscally and biologically

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will receive a storyboard of an Italian teenager going about their weekly activities. Students will be expected to identify and describe the characters, name them and describe each scene in writing, using key vocabulary and grammatical elements acquired in Italian 1.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Students will review the positive aspects of bilingualism and second language acquisition.</p> <p>Students will analyze authentic research and summarize information.</p> <p>Students will create a presentation with a visual component.</p> <p>Students will record information on a graphic organizer.</p> <p>Students will identify motivations for studying Italian.</p>	<p>Content: Authentic news articles and research regarding second language acquisition and benefits: career, social, biological, monetary and academic</p> <p>CNN Bilingual Jobs</p> <p>Career Benefits of Speaking a Second Language</p> <p>Benefits of Second Language Study</p> <p>Skills: Students will summarize and present information</p> <p>Students will analyze authentic research and select main ideas</p> <p>Students will associate information on a graphic organizer</p>	<p>On a closing card, students will identify several aspects of second language acquisition that they liked or were surprised by.</p> <p>Students will identify their own personal motivation in accordance with the research.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	1 lesson
<p>Students will identify positive aspects of the total immersion classroom/audio method.</p> <p>Students will review a list of key phrases to survive a total immersion classroom.</p> <p>Students will associate key phrases with authentic dialogues in the target language.</p>	<p>Content: Authentic research regarding the total immersion/audio approach</p> <p>Positive Aspects of Immersion</p> <p>Second Language Acquisition</p> <p>Polyglot Speaks 20 Languages</p> <p>Skills: Students will analyze research and select the main ideas.</p> <p>Students will generate a list of key phrases to survive an immersion classroom.</p> <p>Students will associate key phrases with appropriate information.</p>	<p>Students will associate appropriate key phrases with authentic dialogues in the target language.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	1 lesson
<p>Students will review key elements of Italian 1 via oral and written communication.</p> <p>Students will discuss different topics via a list of pre-selected questions.</p>	<p>Content: Review sheet: major grammatical elements of Italian 1</p> <p>Preselected set of oral prompts regarding the following themes:</p> <ul style="list-style-type: none"> • Descriptions • Family • Friends 	<p>Students will submit their completed review sheets of Italian 1 grammar points.</p> <p>On a closing card, students will record five sentences about what they will do that day.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.5</p>	1 lesson

<p>Students will analyze authentic text and identify main ideas.</p> <p>Students will evaluate auditory input and fill out information in graphic organizers.</p>	<ul style="list-style-type: none"> Sports/Hobbies Food/Eating <p>Authentic readings on the abovementioned themes.</p> <p>Supplementary workbook audio.</p> <p>Skills: Review major themes and grammar both orally and in writing</p> <p>Analyze written and audio input and identify main ideas</p> <p>Select and associate information on graphic organizers</p>		<p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	
<p>Students will analyze authentic text and identify main ideas.</p> <p>Students will compose an original letter.</p> <p>Students will classify information via graphic organizers via auditory input.</p>	<p>Content: Regular present tense verbs in - ARE/ERE/IRE</p> <p>Irregular present tense verbs in ARE/ERE/IRE</p> <p>PIACERE Interrogatives and demonstratives</p> <p>Colloquial expressions</p> <p>Vocabulary relating to school, people, hobbies, sports</p> <p>Skills: Oral comprehension Reading comprehension Association Composing a letter Writing skills</p>	<p>Students will compose a letter surrounding goals for themselves for the 2015-2016 school year across a variety of contexts.</p> <p>Students will listen to authentic news forecasts and identify main ideas behind information.</p> <p>Students will analyze authentic current events and identify main ideas: La Repubblica</p> <p>Students will create and record a spontaneous dialogue surrounding a theme. They will be assessed using FLENJ novice-mid speaking rubric.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.3 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>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.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	3 lessons

			9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
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Unit 1 Overview
Unit Title: <i>La Tecnología</i> (Technology)
<p>Unit Summary:</p> <p>This unit introduces students to the concept of technology, its effect on society and culture and how it has changed over time. Structurally, the unit introduces vocabulary related to the field of technology, irregular present-tense -ERE modal verbs, irregular present-tense -IRE verbs and disjunctive pronouns. Students will learn important vernacular phrases as well as their cultural implications. In Unit 1, students will begin to compare/contrast technology providers and devices, as well as what that means for the respective cultural at large. Additionally, they will learn to express preferences and support their ideas in the target language.</p>
Suggested Pacing: 15 lessons/4 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are some positive and negative aspects of technology? • Do developed nations all use technology in the same way? • What is technology's relationship to culture? • How has technology changed over time? • How do I use technology?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Technology has the power to shape and influence culture. • Different cultures use technology in different ways. • Technology changes rapidly and plays an ever-increasing role in our lives. • Technology has changed the way we think.
Evidence of Learning
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment:</p> <p>Students will create a digital presentation highlighting how American teenagers use technology and what technology is to American culture for a target-language audience. Students must show evidence of conducted research, mastery of technology vocabulary, major grammatical points and visual components. Students will be assessed using the FLENJ novice presentational rubric.</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Students will identify technology items and discuss technology use.</p> <p>Students will analyze several news articles surrounding the technology theme.</p> <p>Students will compare and contrast use of technology in the US and Italy.</p> <p>Students will determine positive and negative aspects of technology.</p> <p>Students will classify technology items in order of importance.</p> <p>Students will express personal opinion and support personal statements.</p>	<p>Content: Vocabulary related to using technology: accendere, cancellare, caricare, cominciare, etc.</p> <p>Vocabulary related to technology terms: il canale, il carica batteria, la cartella, etc.</p> <p>Vocabulary related to technology items: il cellulare, lo schermo, la stampante, etc.</p> <p>150 anni di innovazione</p> <p>Ansa.it/technology</p> <p>Skills: Summarizing authentic news articles and identifying main ideas.</p> <p>Expressing personal connections via visual components.</p> <p>Creating original definitions via associations.</p> <p>Comparing and contrasting elements of technology.</p>	<p>Create a Venn Diagram showing the negative and positive aspects of technology.</p> <p>Create a chart showing ranking top ten technology items and frequency of use.</p> <p>Students will associate technology items with their uses by creating original definitions in the target language.</p> <p>Students will summarize an authentic news article relating to technology.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives</p> <p>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.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	7 lessons
<p>Students will define uses of technological items.</p> <p>Students will create survey questions surrounding the theme of technology.</p> <p>Students will create a technology diary.</p>	<p>Content: Irregular, present-tense conjugation of modal verbs: DOVERE, POTERE, VOLERE</p> <p>Cosa puoi fare con lo smartphone?</p> <p>Skills:</p>	<p>Students will create a list of things that you can and cannot do relating to specific technology items.</p> <p>Students will create a weekly technology diary.</p> <p>Students will create technology survey.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.5</p>	4 lessons

<p>Students will respond to a technology survey.</p> <p>Students will analyze personal habits of an Italian student with regards to technology.</p>	<p>Formulate questions regarding the technology theme.</p> <p>Pull key information from survey responses and articles.</p> <p>Expressing appropriate technology use in the target language.</p>	<p>Students will analyze, summarize and present technology findings from survey.</p>	<p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>	
<p>Students will discuss a launch party for a new technology product.</p> <p>Students will create a creative commercial for a new technology product.</p> <p>Students will design a storyboard.</p> <p>Students will create an original ad campaign.</p>	<p>Content: Irregular, present-tense -IRE verb conjugations: DIRE, USCIRE, VENIRE Spot Apple Watch</p> <p>Skills: Students will outline and design an original technology campaign.</p> <p>Students will develop advertisements.</p> <p>Students will describe technology product.</p>	<p>Students will create an idea board to map out advertising strategy.</p> <p>Students will create a storyboard for a technology commercial.</p> <p>Students will describe the technology product in the target language.</p> <p>Students will design visual advertisement.</p>	<p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	4 lessons

Unit 2 Overview
Unit Title: <i>Facciamo spese</i> (Let's go shopping)
<p>Unit Summary:</p> <p>This unit introduces students to the concept of fashion and reviews the concept of “la bella figura.” It also explores fashion and its relation to society and culture, as well as how it has changed over time. Structurally, the unit introduces vocabulary related to the field of fashion, the past perfect using the verb AVERE, and the irregular verbs conoscere and sapere. The unit also provides an overview of Milan, the fashion capital of Italy. Students will learn important vernacular phrases as well as their cultural implications. In Unit 2, students will begin to compare/contrast fashion houses and style, as well as what that means for the respective cultural at large. Additionally, they will learn to express preferences and support their ideas in the target language.</p>
Suggested Pacing: 20 lessons/5 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Is fashion important? • What is fashion's relationship to society and culture? • Does fashion have the power to influence culture? • Who are the influencers of fashion? • Does an “American” fashion exist? Italian? How do we define this?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Fashion is inextricably linked to society and culture. • Fashion can highlight different aspects of a culture as well as subcultures. • Fashion plays a role in personal identity and communities. • Fashion is historical and continuously evolving. • The concept of Italian fashion is deeply rooted in the concept of “La Bella Figura”
Evidence of Learning
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment: Students will choose an Italian designer or fashion house associated with the Italian culture. They will complete research and provide an overview of the designer and/or fashion house. Students will then select a season, view a fashion show from that line (via youtube or company website) and narrate the show using digital resources. Students will then comment on the line and express personal preferences. Students will be assessed using FLENJ novice presentational rubric.</p> <p>Alternative Assessment: Panel discussion</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Students will describe their personal style.</p> <p>Students will discuss the concept of a national style.</p> <p>Students will compare and contrast American style with Italian style.</p> <p>Students will design an outfit in the American and Italian style.</p> <p>Students will role play a typical Italian shopping experience.</p> <p>Students will evaluate the differences between the American and Italian sizing systems.</p> <p>Students will question the importance of fashion to an individual and society at large.</p>	<p>Content: Vocabulary relating to clothing: il calzino</p> <p>Italian Fashion 100 years</p> <p>American Fashion 100 years</p> <p>The Glamour of Italian Fashion</p> <p>Andiamo a fare shopping</p> <p>Skills: Role-playing a typical shopping experience.</p> <p>Evaluating differences in measurement systems.</p> <p>Brainstorming to define national fashion.</p> <p>Expressing personal preferences.</p> <p>Comparing/Contrasting American and Italian culture.</p>	<p>On a closing card, students will describe their own personal style and ideal outfit in several sentences.</p> <p>Students will create an initial design of a typical Italian and American outfit for re-evaluation after culture elements of the lesson.</p> <p>Students will study dialogue and role-play a typical shopping experience.</p> <p>Students will view clips of a fashion show and identify several outfits.</p> <p>Students will listen to an authentic video of an Italian fashion vlogger and record information in a graphic organizer.</p> <p>Students will listen to oral descriptions and illustrate the outfit based on oral prompts.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	7 lessons
<p>Students will discuss their last shopping experience.</p> <p>Students will describe a past vacation, including what they wore.</p> <p>Students will create an original gossip column page for a fashion magazine.</p> <p>Students will compile a Page 6 column for peer review.</p> <p>Students will generate a diary detailing daily actions in the past.</p>	<p>Content: The past perfect tense with the verb avere, including irregular past participles: acceso, aperto, chiesto, chiuso, composto, corso, etc.</p> <p>Time expressions: ieri sera, l'altro ieri, il mese scorso, la settimana scorsa, dieci giorni fa, un anno fa</p> <p>oggi.it</p> <p>gossipblog.it</p> <p>Skills: Designing and creating a gossip column.</p> <p>Creating and maintaining a diary detailing yesterday's activities.</p> <p>Selecting an Italian celebrity and describing who they are and what they wore.</p> <p>Writing about a past vacation using clothing vocabulary.</p>	<p>Students will associate oral descriptions with a photo.</p> <p>Students will describe a past vacation in writing.</p> <p>In groups, students will generate a page in an Italian gossip column.</p> <p>Students will create captions in the past tense for pre-selected photos.</p> <p>Students will respond in complete sentences to a personal survey about their past.</p> <p>Students will create and maintain a daily journal.</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>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.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	7 lessons

			<p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
<p>Students will invent a fictitious model and assume the role.</p> <p>Students will generate a fictitious life for the model.</p> <p>Students create an original dialogue regarding a central theme.</p> <p>Students will maintain a personal diary.</p> <p>Students will categorize information in a graphic organizer.</p> <p>Students will respond to questions regarding a fictional character.</p>	<p>Content: The irregular present-tense conjugation of the verbs conoscere and sapere</p> <p>Irregular past-tense conjugation of conoscere and sapere</p> <p>Skills: Writing in the past tense around a central theme.</p> <p>Creating an original dialogue in the present and past-tense.</p> <p>Categorizing information via oral and written prompts.</p> <p>Responding to questions in complete sentences.</p>	<p>Students will maintain a diary detailing activities in the past tense.</p> <p>Students will create an original dialogue and record in using digital devices.</p> <p>Students will categorize information from an oral description.</p> <p>Students will respond to a questionnaire regarding their fictitious character.</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	4 lessons
<p>Students will analyze authentic text.</p> <p>Students will summarize information from authentic texts.</p> <p>Students will present main ideas.</p> <p>Students will categorize information on a graphic organizer.</p>	<p>Content: Information on Milan, the fashion city, across five categories: demographics, fashion, gastronomy, the stock exchange and the theater.</p> <p>Skills: Summarizing information from authentic texts.</p> <p>Identifying main ideas in authentic texts.</p> <p>Presenting information in the target language.</p> <p>Associating information on graphic organizers.</p>	<p>Students will summarize the information in writing on a visual component.</p> <p>Students will record the information gleaned from the presentation in appropriate categories on a graphic organizer.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	1 lesson
<p>Students will navigate an authentic clothing website and identify important information.</p> <p>Students will associate short phrases with</p>	<p>Content: Lettura: La Casa della Moda</p> <p>Ascolto: Al Ristorante</p> <p>Scrittura: Una Cartolina da Milano</p>	<p>Students will navigate an authentic website and identify important information.</p> <p>Students will identify items on a graphic organizer</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	1 lesson

particular locations in a paragraph. Students will create a postcard from the city of Milan.	Skills: Reading comprehension Writing comprehension Listening comprehension	based on an oral conversation. Students will compose a postcard from the city of Milan.	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	
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Unit 3 Overview				
Unit Title: <i>Buon appetito!</i> (Enjoy - Food and Meals)				
<p>Unit Summary:</p> <p>This unit introduces students to the concept of Italian cuisine and reviews the concept of “campanilismo.” It also explores food and its relation to society and culture, as well as how our relationship to it has changed over time. Structurally, the unit introduces vocabulary related to the field of food, the past perfect using the verb ESSERE, direct object pronouns, partitives and expressions of quantity. Students will learn important vernacular phrases as well as their cultural implications. In Unit 3, students will begin to compare/contrast cultural traditions and rituals relating to food, as well as what that means for the respective cultural at large. Additionally, they will learn to express preferences and support their ideas in the target language.</p>				
Suggested Pacing: 20 lessons/5 weeks				
Learning Targets				
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are some unique Italian traditions relating to food and its preparation? • What is food’s relationship to society and culture? • How has Italy’s relationship to food changed over time? • Do the US and Italy share any commonalities with regards to food culture? • What is the Italian diet? How does it compare to the American diet? 				
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Food is inextricably linked to society and culture. • Food represents more than the sum of its parts. • Food rituals play a crucial role in the daily lives of Italian families. • The Italian diet is rooted in history and is influenced by historical events. • Even the Italian diet has been affected by globalization 				
Evidence of Learning				
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment:</p>				

Students will write a facebook message to a friend detailing a dinner party in Rome they will be giving in a friend's honor. Students will detail all the ingredients and where they have bought them, including use of the past perfect with ESSERE and AVERE. Students will also provide information about the cost of each item (must be realistic based on previously acquired information). They will provide an overview of the menu as well as information specific to the party. They will open and end the message with culturally appropriate greetings and salutations discussed. Students will be graded using the FLENJ novice writing rubric.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Students will identify the traditional food ingredients in the Italian diet.</p> <p>Students will compare and contrast the principal ingredients in the American and Italian diets.</p> <p>Students will assess the traditional way to purchase food in the target culture.</p> <p>Students will evaluate Italian food traditions and relate it to the larger culture.</p> <p>Students will judge the role of Fast Food and how it has changed cultural landscapes.</p> <p>Students will discuss stereotypes relating to the American and Italian diets.</p> <p>Students will deconstruct entire meals into ingredients.</p> <p>Students will research the Slow Food Movement.</p> <p>Students will generate a culturally authentic dialogue regarding shopping for ingredients in Italy.</p> <p>Students will analyze the importance of the <i>mercato</i> in purchasing food.</p>	<p>Content: Vocabulary relating to expressions: Quanto costa? Cucinare</p> <p>Vocabulary relating to shops: la gelateria, la macelleria, il mercato, la panetteria, etc.</p> <p>Vocabulary relating to food: il biscotto, il burro, il formaggio, etc.</p> <p>Vocabulary relating to meat and fish: la carne di maiale, la carne di manzo, i frutti di mare, etc.</p> <p>Vocabulary relating to fruit and vegetables: L'ananas, il carciofo, il fungo, etc..</p> <p>Slow Food Movement</p> <p>Carlo Petrini e Terra Madre</p> <p>Giallo Zafferano</p> <p>Skills: Comparing and contrasting elements of food culture.</p> <p>Evaluating authentic sources.</p> <p>Judging stereotypes and comparing them against real elements of culture.</p> <p>Researching contemporary food movements.</p> <p>Recognizing main staples in a diet.</p> <p>Relating food to the larger culture.</p>	<p>Students will deconstruct a typical Italian recipe into its principal ingredients on a closing card.</p> <p>Students will listen to an authentic conversation in a marketplace and identify the objects purchased.</p> <p>Students will prepare a shopping list for a traditional meal.</p> <p>Students will associate ingredients with traditional locations via TPR.</p> <p>Students will compare and contrast Italian and American traditions via three common meals a day.</p> <p>Students will research the Slow Food Movement and locate any activity in NJ.</p> <p>Students will compare and contrast how food is purchased in Italy and the US via a Venn Diagram.</p> <p>Students will role-play shopping in a traditional Italian marketplace.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives</p> <p>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.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	6 lessons
<p>Students will describe events in the past.</p> <p>Students will create original captions for photos.</p> <p>Students will maintain a personal diary.</p>	<p>Content: The past perfect with the auxiliary verb ESSERE.</p> <p>Irregular past participles: stato, morto, nato, piaciuto, rimasto, sceso, venuto, vissuto</p> <p>Skills:</p>	<p>Students will create captions for photos using past perfect/essere.</p> <p>Students will maintain a personal diary detailing daily activities.</p> <p>Students will cooperatively decide who the suspect is</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	5 lessons

<p>Students will solve a mystery using clues in the target language.</p> <p>Students will analyze authentic video clips in the target language.</p> <p>Students will generate an original story around a central theme.</p> <p>Students will generate a news article regarding a favorite local restaurant experience.</p> <p>Students will evaluate an account of a diary entry in the target language.</p>	<p>Describing events in the past tense.</p> <p>Problem-solving based on clues in the target language.</p> <p>Creating an original story around a central theme.</p> <p>Developing a news article using digital resources.</p> <p>Interviewing classmates for real-time information.</p>	<p>in a mystery by interviewing classmates who have received pre-selected identities and corresponding actions.</p> <p>Students will generate a story surrounding the “mercato” theme with a partner.</p> <p>Students will interview classmates about their favorite local restaurant experience.</p>	<p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	
<p>Students will formulate and answer questions around a central theme.</p> <p>Students will interview classmates regarding their eating habits.</p> <p>Students will associate ingredients with where you can traditionally buy them.</p> <p>Students will conduct a survey regarding traditional Italian staples.</p> <p>Students will identify which ingredients are necessary for the preparation of a meal.</p>	<p>Content: Direct object pronouns: mi, ti, La, lo, la, ci, vi, li, le</p> <p>Direct object pronoun use across present and past tenses</p> <p>Skills: Formulating questions</p> <p>Conducting research and summarizing findings in the target language</p> <p>Deconstructing a meal into principal ingredients</p> <p>Associating ingredients with specific locations in the shopping process</p> <p>Identifying particular ingredients that are necessary in preparation of a meal</p>	<p>Students will submit interview of a classmate regarding their eating habits in terms of staples of the Italian diet.</p> <p>Students will maintain a personal diary with regards to eating habits.</p> <p>Students will associate ingredients with specific locations on a graphic organizer.</p> <p>Students will respond to personal questions on a food survey.</p> <p>Students will orally respond to a series of questions regarding the preparation of an Italian meal.</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives</p>	5 lessons
<p>Students will role-play an experience shopping in the market.</p> <p>Students will review the eating habits of Americans and Italians.</p> <p>Students will associate certain people or animals with particular eating habits.</p> <p>Students will invent original captions for photos.</p> <p>Students will maintain a diary with regards to eating habits.</p> <p>In pairs, students will create a shopping list and</p>	<p>Content: Partitives: del, dell', dello, dei, degli, della delle</p> <p>Expressions of quantity: un po' di, alcuni/e, qualche, molto, poco, troppo, tanto, tutto, chilo, etto, fetta, un sacco di</p> <p>Irregular, present-tense conjugation of BERE</p> <p>Skills: Role-playing authentic dialogues</p> <p>Maintaining a diary with regards to eating habits.</p> <p>Problem-solving in the target language</p>	<p>Students will create an original menu for a dinner party and a shopping list, including locations.</p> <p>Students will complete an information gap activity orally in order to discover seven differences in the photo.</p> <p>Students will receive a budget and have to come up with a shopping list in the target language.</p> <p>Students will associate certain groups of people or animals with a particular eating habit on a graphic organizer.</p>	<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	4 lessons

support the list with personal taste.	Associating information on a graphic organizer Creating original captions for authentic photos	Students will create original captions for culturally authentic photos.		
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Unit 4 Overview

Unit Title: *A Tavola* (At the Table)

Unit Summary:

This unit introduces students to the importance of *la tavola* in Italian food culture and reviews culinary rituals and traditions. It also explores different types of traditional food establishments and their relation to society and culture. Emilia-Romagna is highlighted for its unique contribution to Italian gastronomy. Structurally, the unit introduces vocabulary related to the field of food and dining, indirect object pronouns and adverbs. Students will learn important vernacular phrases as well as their cultural implications. In Unit 4, students will compare/contrast cultural traditions and rituals relating to food, as well as what that means for the respective cultural at large. Additionally, they will learn to express preferences and support their ideas in the target language.

Suggested Pacing: 20 lessons/5 weeks

Learning Targets

Unit Essential Questions:

- What are some unique Italian traditional eateries?
- How do we describe food?
- How do Italian culinary rituals and traditions reflect the larger culture?
- Do the US and Italy share any commonalities with regards to culinary traditions and rituals?
- How do I order in an Italian restaurant?

Unit Enduring Understandings:

- Italy has traditional eateries that reflect the culture and the flow of daily life.
- The traditional Italian eateries represented here in the US often differ greatly from that of their Italian counterparts.
- The flow of an Italian meal is specific and rooted in history.
- Globalization has affected the culinary and gastronomic rituals and traditions in Italy
- Ordering in an Italian restaurant means understanding vocabulary and cultural norms

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will visit a local Italian restaurant and prepare an analysis of the food and menu in comparison with traditional Italian cuisine and culinary rituals. They will be asked to trace an item on the menu to a particular region and compare the restaurant's preparation with the authentic preparation. They will be asked to write about their experience using digital resources and evaluate the restaurant in terms of how authentic the preparation of their dishes are. Students will be assessed using the FLENJ novice presentational rubric.

Alternative Assessment: Panel discussion

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Students will identify vocabulary relating to dining and restaurants.</p> <p>Students will examine unique Italian rituals related to dining.</p> <p>Students will compare and contrast the flow and order of a US and Italian meal.</p> <p>Students will differentiate between different types of authentic eating establishments.</p> <p>Students will role-play authentic dialogues.</p> <p>Students will analyze authentic advertisements.</p> <p>Students will express personal preferences.</p>	<p>Content: Vocabulary relating to expressions: vorrei, essere a dieta, fatto/a in casa</p> <p>Vocabulary relating to restaurants: l'antipasto, la bottiglia, il conto, il contorno, etc.</p> <p>Vocabulary relating to meals: la colazione, il pranzo, la merenda, lo spuntino, la cena</p> <p>Vocabulary relating to drinks: l'acqua frizzante, naturale, la birra, il latte, etc.</p> <p>Vocabulary relating to talking about food: il gusto, dolce, leggero, insipido, etc.</p> <p>Vocabulary relating to setting the table: il coltello, la forchetta, il piatto</p> <p>McDonalds Italia</p> <p>Un Pasto Felice La Pizza</p> <p>Skills: Comparing and contrasting cultural rituals between US and Italy</p> <p>Role-playing authentic dialogues</p> <p>Analyzing authentic advertisements and relating them to larger culture</p> <p>Expressing personal preferences</p>	<p>On a closing card, students will identify the typical courses of a traditional Italian meal.</p> <p>Students will memorize and role-play authentic dialogue <i>Al Ristorante</i>.</p> <p>Students will use TPR to set a table using props based on oral commands.</p> <p>Students will give oral commands to a partner to correctly set the table.</p> <p>Students will associate various meals with their traditional eating establishments.</p> <p>Using a Venn Diagram students will compare and contrast Italian and American eating rituals.</p> <p>Students will view two advertisements and relate them to the larger culture in a mini-composition.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.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.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives</p> <p>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.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	7 lessons
<p>Students will express personal preferences.</p>	<p>Skills: Indirect Object Pronouns:</p>	<p>Students will express preferences and repeat the</p>	<p>7.1.NH.A.1</p>	5 lessons

<p>Students will analyze authentic texts and extract the main idea.</p> <p>Students will create an original dialogue surrounding the theme of Food Critic.</p> <p>Students will view and re-create an episode of Top Chef Italy.</p>	<p>mi, ti, Le, gli, le, ci, vi, gli (loro)</p> <p>Verbs that traditionally take indirect objects: consigliare, mostrare, preparare, prestare, regalare, restituire</p> <p>Piacere, Mancare</p> <p>Masterchef Italia</p> <p>Skills: Students will analyze and mimic authentic programming.</p> <p>Students will analyze authentic texts around a central theme.</p> <p>Students will create original dialogues.</p>	<p>preferences of others in an oral activity.</p> <p>Students will view an episode of Masterchef Italia and respond to questions regarding the episode.</p> <p>Students will create an original mini-episode of Top Chef Italia, including original dialogue.</p> <p>Students will interview each other about their food preferences.</p>	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	
<p>Students will express personal habits.</p> <p>Students will describe local restaurants.</p> <p>Students will compare and contrast Italian and American restaurants.</p> <p>Students will identify and select classmates based on pre-determined characteristics.</p> <p>Students will discuss daily habits with regards to eating.</p>	<p>Content: Adverbs and their formation</p> <p>Common adverbs and adverbial expressions: adesso, di solito, dopo, non...più, poi, presto, prima, qualche volta, subito, tardi</p> <p>Skills: Expressing personal habits through written and oral interpersonal communication.</p> <p>Students will describe local restaurants both orally and in writing.</p> <p>Students will select an individual based on characteristics.</p> <p>Students will compare and contrast Italian restaurants.</p>	<p>Students will compare and contrast Italian and American restaurants via a Venn Diagram.</p> <p>Students will organize fragments of an authentic conversation and rewrite using adverbs.</p> <p>Students will describe personal habits in writing in a diary, using at least five adverbs per entry.</p> <p>Students will select a classmate that fulfills certain characteristics on a graphic organizer.</p> <p>Students will discuss daily habits with a partner and record their conversation using pre-selected questions.</p>	<p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	5 lessons
<p>Students will analyze authentic text and extract the main idea.</p> <p>Students will create a short presentation summarizing an authentic text.</p>	<p>Content: Emilia-Romagna: gastronomia e arte</p> <p>Cultural pieces on the region of Emilia Romagna across five categories: demographics, gastronomy, artisanal</p>	<p>In groups, students will create mini-presentations on a main idea of a text.</p> <p>Students will record important information on a graphic organizer based on oral input.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	1 lesson

<p>Students will record information in a graphic organizer.</p>	<p>goods, automobile industry and holidays.</p> <p>Skills: Analyzing an authentic text and identifying the main idea.</p> <p>Rewriting and summarizing information.</p> <p>Creating short presentations to summarize a main idea.</p> <p>Recording and categorizing information based on oral input.</p>		<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives</p>	
<p>Students will evaluate an authentic menu and identify key information.</p> <p>Students will propose items on a menu based on personal preferences.</p> <p>Students will categorize information based on oral input.</p> <p>Students will write a restaurant review for use in a news article.</p>	<p>Content: (Sentieri pp 184-187)</p> <p>Lettura: <i>Trattoria La Melanzana Rossa</i></p> <p>Ascolto: <i>La Ricetta del Ragù Alla Bolognese</i></p> <p>Scrittura: <i>Una Recensione</i></p> <p>Skills: Evaluating an authentic menu and making predictions based on characteristics</p> <p>Associating information on a graphic organizer based on oral input</p> <p>Writing an original restaurant review of a local restaurant</p>	<p>Students will evaluate an article and respond to several categories of questions and tasks in writing.</p> <p>Students will fill out a graphic organizer with information from oral input.</p> <p>Students will put in sequential order the preparation of an authentic recipe.</p> <p>Students will create an original review of a local restaurant.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	1/2 lessons

Unit 5 Overview

Unit Title: *La Routine del Mattino* (Morning Routine)

Unit Summary:

This unit introduces students to the importance of morning routines and personal hygiene in Italian culture and reviews typical cultural behaviors. It also introduces the parts of the body as well as cultural institutions related to hygiene such as *La Bottega Verde*. The chapter seeks to relate morning routines to the Italian concept of *La Bella Figura*. Structurally, the unit introduces vocabulary related to the field of hygiene and body, reflexive verbs in the present and past tense and the pronouns *ci* and *ne*. Students will learn important vernacular phrases as well as their cultural implications. In Unit 5, students will compare/contrast cultural traditions and rituals relating to routines and hygiene, as well as what that means for the respective cultural at large. Additionally, they will learn to express preferences and support their ideas in the target language.

Suggested Pacing: 20 lessons/5 weeks

Learning Targets

Unit Essential Questions:

- What is my morning routine? Is it consistent or does it change?
- How does my morning routine compare with an Italian person?
- Does the concept of personal hygiene change with each culture?
- Do the US and Italy share any commonalities with regards to the beauty and hygiene industry?
- How does the morning routine reflect the larger society and culture?

Unit Enduring Understandings:

- Morning routines and hygiene may be different for different cultures
- Morning routines are highly influenced by culture and reflect the ideals of society.
- Morning routines are affected by availability of products and cultural goods
- Personal hygiene represents a large percentage of big business
- The health and beauty industry has the power to influence and shape culture

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will be given a storyboard of several photos reflecting two Italian teenagers preparing for a date, as well as several activities that the couple has completed on their date. Based on these visual prompts, students will be asked to create a story entitled *Una Serata Memorabile*. Students must include relevant and key vocabulary, reflexive verbs in the past or present tense as well as transition words. Students must demonstrate knowledge of cultural products and practices. Students will be assessed using the FLENJ novice writing rubric.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Students will identify cultural products and practices relating to personal hygiene.</p> <p>Students will discuss their personal routines both orally and in writing.</p> <p>Students will compare and contrast cultural products and practices regarding personal hygiene.</p> <p>Students will describe cultural products by defining their uses.</p> <p>Students will analyze several authentic vloggers and identify cultural practices.</p>	<p>Content: (Sentieri pp 190-191)</p> <p>Vocabulary relating to expressions: suona la sveglia, lavarsi i denti, sbadigliare, svegliarsi</p> <p>Vocabulary relating to body parts: il ciglio, il corpo, il cuore, la faccia, la gola, etc.</p> <p>Vocabulary relating to the bathroom: l'asciugacapelli, la crema, il rossetto, lo shampoo, lo specchio</p> <p>Vocabulary relating hygiene items: il rasolo, il sapone, lo spazzolino, etc.</p> <p>CarlitaDolce Morning Routine</p> <p>Preparati con Me</p> <p>La Mia Routine Del Mattino</p> <p>Skills: Analyze authentic video and extract main ideas.</p> <p>Compare and contrast authentic video bloggers.</p> <p>Describe daily routine both orally and in writing.</p> <p>Compare and contrast cultural products and practices.</p>	<p>Students will describe their daily routine in a short paragraph.</p> <p>Students will analyze several authentic vloggers and identify multiple commonalities.</p> <p>Students will fill out graphic organizer based in oral input.</p> <p>Students will identify seven differences in similar photos by oral communication.</p> <p>Students will analyze authentic text and respond to questions in writing.</p> <p>Students will research La Bottega Verde and generate list of American comparative stores.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>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.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	5 lessons
<p>Students will research a celebrity and describe their morning routine.</p> <p>Students will create original captions based on visual prompts.</p>	<p>Content: Common reflexive verbs and their present-tense conjugation and uses: addormentarsi, alzarsi, annoiarsi, arrabbiarsi, chiamarsi, etc.</p>	<p>Students will describe a daily routine both orally and in writing.</p> <p>Students will create past-tense captions for a</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using</p>	5 lessons

<p>Students will conduct a survey for use in a news article.</p> <p>Students will summarize and present information regarding morning routines.</p> <p>Students will predict morning routines of classmates.</p>	<p>Skills: Conduct research and summarize findings</p> <p>Predict morning routines via social characteristics</p> <p>Formulate questions around a central theme</p> <p>Present information in the target language.</p>	<p>collection of photos in an authentic magazine.</p> <p>Students will formulate questions for a class-wide survey.</p> <p>Students will conduct a survey and analyze findings.</p> <p>Students will group themselves according to morning habits and collectively describe the group.</p> <p>Students will have several minutes to choose a partner and discuss personal habits before attempting to predict daily actions.</p>	<p>electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	
<p>Students will create an original story based on two fictional characters.</p> <p>Students will describe personal experiences both orally and in writing.</p> <p>Students will select props based on oral input (TPR).</p> <p>Students will interview teachers and summarize information in the target language.</p>	<p>Content: Reciprocal reflexives and their conjugation in the present tense: abbracciarsi, aiutarsi, amarsi, baciarsi, chiamarsi, etc.</p> <p>Reflexives and their conjugation in the past tense</p> <p>Skills: Creating original stories in the target language.</p> <p>Conducting research and paraphrasing information.</p> <p>Selecting props based on oral input.</p> <p>Engaging in spontaneous interpersonal conversation.</p> <p>Writing and reading comprehension</p>	<p>Students will create an original story in writing based on two fictional characters.</p> <p>Students will select props (TPR) based on oral input.</p> <p>Students will interview several teachers and summarize information in the target language.</p> <p>Students will interview each other regarding their best friend and record their conversation.</p> <p>Students will select appropriate captions for visual prompts.</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	5 lessons
<p>Students will paraphrase information in the target language.</p> <p>Students will create original riddles to express a physical location.</p> <p>Students will engage in interpersonal communication via visual prompts.</p> <p>Students will express personal opinions via a class debate.</p> <p>Students will predict the responses of a classmate</p>	<p>Content: The pronouns <i>ci</i> and <i>ne</i></p> <p>Skills: Responding to questions in complete sentences</p> <p>Creating riddles to elicit correct responses</p> <p>Spontaneous oral communication</p> <p>Expressing and supporting ideas and opinions</p> <p>Predict responses of a classmate</p>	<p>Students will paraphrase authentic material to include pronouns <i>ci</i> and <i>ne</i>.</p> <p>Students will create riddles to elicit specific locations from classmates.</p> <p>Students will engage in interpersonal communication via visual prompts and record their conversations.</p> <p>Students will express opinion and support their ideas.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.4</p>	5 lessons

via preselected written questions.		Students will express in writing what they believe to be the habits of a classmate on a graphic organizer.	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	
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Unit 6 Overview

Unit Title: *Io Non Ho Paura* (I Am Not Afraid)

Unit Summary:

This unit introduces students to the authentic book and film entitled *Io Non Ho Paura*, major and influential works of art in Italy in the early 2000's. It also introduces the cultural and political landscape of Italy in accordance with the timeline of the book. The unit reviews major cultural concepts interwoven throughout the film as well as real historical inspiration for the film.

Structurally, the unit introduces new vocabulary presented in context of both the book and the film. Students will learn important vernacular phrases as well as their cultural implications. In this unit, students will compare/contrast cultural traditions and rituals relating to major elements of the book and film, as well as what that means for the respective cultural at large. Additionally, they will learn to express preferences and support their ideas in the target language.

Suggested Pacing: 10 lessons/2-3 weeks

Learning Targets

Unit Essential Questions:

- What does *Io Non Ho Paura* mean? How does it relate the works of art?
- How does the film and movie relate to the larger society?
- Could elements of this story also have occurred at that time in the US?
- How is the story related to major historical events?
- How does the story reflect the larger society and culture?

Unit Enduring Understandings:

- *Io Non Ho Paura* has a larger meaning in the context of the book and film
- Both works of art reflect Italian culture throughout the film
- At the time, the US and Italy had different cultural influences at work
- The story reflects real, historical events
- The story reflects many different elements of Italian culture including the importance of family and *La Bella Figura*

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will compose a composition expressing their personal preference regarding the film. They will be asked to demonstrate knowledge of:

- Major characters
- Important scenes
- Cultural implications
- Understanding of historical context
- Newly acquired vocabulary

Students will be assessed using the FLENJ novice writing rubric.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<p>Students will analyze an authentic contemporary Italian film.</p> <p>Students will evaluate authentic text and summarize information.</p> <p>Students will examine authentic articles and identify main ideas.</p> <p>Students will summarize important characters and themes from the film.</p> <p>Students will connect the film with several important historical events.</p> <p>Students will express personal views in the target language.</p> <p>Students will create an alternate ending for the film.</p> <p>Students will predict events based on character and scene descriptions.</p> <p>Students will identify new vocabulary and create original definitions.</p>	<p>Content: Io Non Ho Paura Skuola</p> <p>Ammaniti, N. (2001). Io non ho paura. Torino: Giulio Einaudi.</p> <p>Film: Io Non Ho Paura</p> <p>Io Non Ho Paura Background</p> <p>Differenze Libro Film</p> <p>Skills: Creating original stories in the target language.</p> <p>Summarizing and paraphrasing information.</p> <p>Categorizing information on a graphic organizer.</p> <p>Expressing and supporting ideas.</p> <p>Identifying and defining words in context.</p> <p>Prediction of events based on understanding.</p>	<p>Students will keep a personal dictionary of key words defined in context.</p> <p>Students will list and describe main characteristics.</p> <p>Students will create a character map with a partner.</p> <p>Students will identify several differences between the book and the film based on digital and print sources.</p> <p>Students will express their opinions on the book and the movie both orally and in writing.</p> <p>Students will associate actions with specific characters on a graphic organizer.</p> <p>In pairs, students will create an alternate ending to the film.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives</p> <p>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.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	<p>10 lessons</p>

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