

Madison Public Schools

Honors Italian V

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Course Overview

Description

Italian 5 Honors is offered to students at the intermediate-mid proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the intermediate-mid proficiency level exhibits the following characteristics:

- Interpersonal communication
 - participates in conversations on familiar topics using sentences and series of sentences.
 - handles short social interactions in everyday situations by asking and answering a variety of questions.
 - says what they want to say about themselves and their everyday life.
- Presentational speaking
 - makes presentations on a wide variety of familiar topics using connected sentences.
- Presentational writing
 - writes on a wide variety of familiar topics using connected sentences.
- Interpretive listening
 - understands the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
 - understands the main idea in conversations that they overhear.
- Interpretive reading
 - understands the main idea of texts related to everyday life and personal interests or studies.

The Italian V course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills to real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Italian V 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 exclusively in Italian.

Goals

By the end of the course, students functioning at the intermediate-high proficiency level should exhibit the following characteristics:

- Interpersonal communication
 - participates with ease and confidence in conversations on familiar topics.
 - talks about events and experiences in various time frames.
 - describes people, places, and things.
 - handles social interactions in everyday situations, sometimes even when there is an unexpected complication
- Presentational speaking

- makes presentations in a generally organized way on school, work, and community topics, and on topics researched.
- makes presentations on some events and experiences in various time frames.
- Presentational writing
 - writes on topics related to school, work, and community in a generally organized way.
 - writes some simple paragraphs about events and experiences in various time frames.
- Interpretive listening
 - easily understands the main idea in messages and presentations on a variety of topics related to everyday life and personal studies.
 - usually understands a few details of what they overhear in conversations, even when something unexpected is expressed.
- Interpretive reading
 - understands the main idea of texts related to everyday life, personal interests, and studies.
 - sometimes follows stories and descriptions about events and experiences in various time frames.
 - sometimes follows what they hear about events and experiences in various time frames.

Students should also be able compare and contrast their own culture with the target language culture.

Materials

Core: Sentieri/ImmaginaTextbook

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

Resources

Suggested activities and resources page - Honors Italian 5

[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)

Unit 1 Overview

Unit Title: Lo spirito creativo-Lo spettacolo / The Creative spirit - Performing Arts

Unit Summary:

This unit focuses on the performing arts. Students will practice talking about the performing arts, theater and music of Italy, specifically, lyric opera, the commedia dell'arte and popular music. Students will learn the pattern for using infinitives with various prepositions. They will also learn non-standard noun forms in both singular and plural forms.

This unit corresponds with the AP theme of Beauty and Aesthetics.

Suggested Pacing: 13 lessons/3-4 weeks

Learning Targets

Unit Essential Questions:

- What are “stock characters” in the Commedia dell'arte?
- How can I describe shows and music?
- How does Italian lyric opera serve as a precursor to American musical theater?
- How can I recognize patterns of non-standard noun forms?

Unit Enduring Understandings:

- The “Commedia dell'arte” plays an important role in the development of modern theater.
- Lyric opera as an original form of theatrical expression has evolved.
- Some verbs require prepositions before infinitives
- Non-standard noun forms follow a predictable recognizable pattern.

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:

Written and Oral Assessment:

In groups of 3 or 4 students will write an original scene using stock characters of the Commedia dell'arte. Each student will select a different character to portray in the scene. They must show the correct relationships, attributes, movements, status and plot functions of the selected characters. They must include unit vocabulary and grammar.

Alternative Assessment:

Students should prepare an interview between a journalist and a famous Italian popular singer in groups of 2 or 3 to perform without scripts in front of the class. The interview should include:

- An appropriate introduction by the TV journalist
- A series of questions and answers regarding their life story, how they began their musical career and how they feel about their latest recordings using unit vocabulary and grammar
- An appropriate conclusion to the interview wishing them continued success.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use verbs followed by a preposition before infinitives	<p>Content:</p> <p>Two verb constructions with prepositions “a” or “di”</p> <p>Idiomatic usage of “fare” & lasciare with infinitives in present and past tenses</p> <p>Object pronouns used with infinitive constructions</p> <p>Skills:</p> <p>Use the correct prepositions with infinitives to describe what people do or did</p> <p>Use “fare” with infinitives to describe what someone makes someone else do</p> <p>Use “lasciare” with infinitives to describe what someone lets someone else do</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing as in Act 3, 5 on the Suggested Activities and Resources page</p> <p>Grammar and/or vocabulary quizzes</p> <p>Picture prompts</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.2</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	2 lessons
Apply listening comprehension strategies to short video regarding the Commedia dell'arte to examine stock characters.	<p>Content:</p> <p>Sentieri video “ I sogni son desideri”</p> <p>Theater vocabulary</p> <p>Maschere of the Commedia dell'arte</p> <p>Storia della Commedia dell'arte</p> <p>Youtube La commedia dell'arte</p> <p>Ted talks Commedia dell'arte</p> <p>Skills:</p> <p>Make predictions about video/audio based on the title of the episode</p> <p>Listen to an audio to identify key familiar terms to summarize the general meaning</p> <p>Listen to an audio a second time to identify additional details</p> <p>Listen to the audio while reading the transcript to further train the ear</p>	<p>Create an original scene using the characters of the commedia dell'arte characters using the vocabulary and grammar of the unit. See Suggested Activities and Resources</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.C.2</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRPs</p> <p>CPR 7 Employ valuable & reliable research strategies</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>	4 lessons
Use non-standard noun form correctly	<p>Content:</p> <p>Non-standard nouns ending in -ma</p> <p>Nouns of professions ending in -ista</p> <p>Non-standard nouns in the plural</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing as in Act 3, 4 as in Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	2 lessons

		Picture prompts	7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	
Use music vocabulary to describe types of music, musicians, shows and concerts	<p>Content: Vocabulary for music, musical instruments and performing arts Vocabulary for the opera</p> <p>Skills: Identify different images</p> <p>Recognize new vocabulary in short audio segments</p> <p>State and defend opinions regarding popular and traditional Italian music.</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing as in Act 1, 2, 3 as in Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	2 lessons
Read and respond to target language mini-texts regarding the opera and popular Italian singers	<p>Content: “<i>Opera e affini</i>” “<i>To canto...Laura Pausini</i>” In assenza di te Festival di San Remo 2015 Vincitore 2015 - Il Volo</p> <p>Skills: Make predictions about a text based on the title, subtitle or photos</p> <p>Read a short text and identify key familiar terms to summarize the general meaning</p>	<p>Reading comprehension questions and activities based on each text found in Sentieri. See Activities 1, 2, 3 on the Suggested Activities and Resources page</p> <p>Cloze activities. See Suggested Activities and Resources</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics</p>	3 lessons

Unit 2 Overview	
Unit Title: Lo spirito creativo (Le arti) The creative Spirit/ Art	
<p>Unit Summary:</p> <p>This unit continues to explore the arts with emphasis on reading comprehension and cultural knowledge as students read short texts about famous artists, works of art and art museums in Italy. They will explore the city of Florence as the cradle of the Renaissance and the art world. Structurally, students practice art vocabulary and the present progressive tense to create and interpret descriptions of paintings while using the past tense to explain biographical information about Italian artists.</p> <p>This unit corresponds with the AP theme of Beauty and Aesthetics.</p>	
Suggested Pacing: 19-20 lessons /5 weeks	

Learning Targets

Unit Essential Questions:

- How do I describe biographical information in the past?
- How can I describe pictures and images that I see?
- Who are famous Italian artists and what are their famous works?
- How did the Renaissance influence famous artists and their masterpieces?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- Italy has produced many artists & sculptors.
- Many artistic movements began in the city of Florence.
- The Renaissance produced ideas leading to important artistic movements.
- Michelangelo and DaVinci are not the only Italian Renaissance artists
- Comprehension of a text or audio does not necessarily mean understanding every word

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:

Oral and Written Assessment

Students must develop an oral presentation providing biographical information about an Italian artist while describing and evaluating a work of art by the selected artist. In addition students should listen to an audio describing two works of art, then read a text about those works, and write a comparison of the two. This should include unit vocabulary and grammar.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use vocabulary for the fine arts, painting and various media to describe works of art	<p>Content: Painting and art supply vocabulary Vocabulary to describe artistic movements Vocabulary describing artistic influence</p> <p>Skills: Identify different images, types of media, colors, geometric shapes, artistic styles in the target language</p>	Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing as in Act 2, 3, 4 on the Suggested Activities and Resources	<p>NJCCCS - World Languages 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses</p> <p>7.1.IH.A.3</p>	3 lessons

	<p>Express & defend opinions regarding various art forms</p> <p>Recognize new vocabulary in short audio & readings</p>		<p>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	
<p>Read and respond to a target language mini text regarding Renaissance artists and architects from Florence</p>	<p>Content: <i>"La Culla dell'arte"</i> <i>Musei e curiosità</i> <i>Brunelleschi's dome</i></p> <p>Youtube: La cupola di Brunelleschi</p> <p>Architettura La Cupola di S. Maria del Fiore</p> <p>Skills: Make predictions about a text based on the title, subtitle or photos</p> <p>Read a short text & identify key familiar terms to summarize the general meaning</p> <p>Identify additional details in short reading through unfamiliar terms</p>	<p>Any combination of call and response, think/pair/share activities</p> <p>Reading comprehension activities</p> <p>Jeopardy game</p>	<p>NJCCCS - World Languages</p> <p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</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>	2 lessons
<p>Use the present progressive tense to describe an action that is or was in progress to describe a work of art</p>	<p>Content: Formation of the gerund of regular -are, -ere and -ire verbs Irregular gerund forms of bere, fare, dire and tradurre Placement of object pronouns with the progressive tense Verb "stare" in present and imperfect tense</p> <p>Skills:</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing using Act 5 on the Suggested Activities and Resources Page</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	2 lessons

	Use the correct forms of the present and past progressive tenses to describe what people and things are or were doing			
Use suffixes to convey idiomatic meaning to describe things and people	<p>Content: Suffixes -ino, -ello, -etto, -uccio to convey smallness Suffix -one/a to express largeness or importance Suffixes -accio/a to convey pejorative or disparaging connotation</p> <p>Skills: Use correct common altered nouns & adjectives to convey additional description</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing using Act 3, 4, 5 on the Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	1 lesson
Apply reading comprehension strategies to longer target language reading about Florence	<p>Content: "Il Rinascimento" "L'Artigianato: una carta speciale" "La storia " una famiglia potente" "Porto vecchio"</p> <p>Skills: Make predictions about a text based on the title and subtitle</p> <p>Read a text & identify key, familiar terms to summarize the general meaning</p> <p>Identify unfamiliar terms to further clarify meaning of a text using online resources</p> <p>Word Reference</p>	<p>Reading comprehension activities in Sentieri in Suggested Activities and Resources</p> <p>Any combination of call and response, think/pair/share activities</p>	<p>NJCCCS - World Languages 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics</p>	3 lessons
Plan and present an oral presentation on an Italian artist incorporating unit grammar and vocabulary	<p>Content: Vocabulary for describing art, images, works of art and biographical information The two past tenses</p> <p>Skills: Find factual information through Internet research</p> <p>Form sentence-long descriptions of an artist's life and descriptions of his a work of art</p> <p>State and defend opinions about a work of art</p>	Unit benchmark assessment	<p>NJCCCS - World Languages 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). 7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.</p> <p>CRP CPR 7 Employ valuable & reliable research strategies</p>	3 lessons

<p>Apply reading and listening comprehension strategies to a short mystery revolving around a famous manuscript of the artist Giotto</p> <p>Express opinions about the story</p>	<p>Content: Novella <i>Il Manoscritto di Giotto</i></p> <p>Youtube Giotto di Bondone</p> <p>Skills: Read a short novel by chapter and identify key, familiar terms to summarize general meaning</p> <p>Read a text a second time to identify additional meaning</p> <p>Describe their feelings about decisions that characters make and compare and contrast these with decisions that they would make</p> <p>Use online tools (www.wordreference.com) to help with text comprehension</p>	<p>Any combination of call and response, think/pair/share activities</p> <p>Reading comprehension activities</p> <p>Grammar and/or vocabulary quizzes/ formative assessments</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	<p>5-6 lessons</p>
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Unit 3 Overview

Unit Title: Offerte di lavoro/ Professions and careers

Unit Summary:

This unit includes the study of careers. Upon completion of this unit students will be able to communicate about skills and qualities needed for certain jobs or careers. Students will also be able to talk about job-seeking skills, including interviewing techniques as well as deciding how to choose a career. Students will also be able to read and listen to interviews of workers describing their career selection and preparation. They will also be able to summarize their education and training, career path and note positive or negative implications about their career choice. Finally students will be able to complete a “Curriculum Vitae” or resume with biographical data, education and work history and create a cover letter in which career and workplace desires are described, highlighting personal characteristics that make one well-suited for a particular career.

This unit corresponds with the AP theme of Contemporary Life.

Suggested Pacing: 18 lessons (4/5 weeks)

Learning Targets

Unit Essential Questions:

- Which skills, talent and education are valued by potential employers?
- How do I evaluate my skills and aptitudes to find a suitable career?
- What factors are important to me when choosing a career?
- What are the most popular and best paying careers today?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- There is a professional process to finding a job.
- Students have different career goals and interests.
- Perspectives toward work and education vary across cultures.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

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 complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- Interpretive: Read interviews of workers in the target culture describing their career selection and preparation. Summarize their education and training, career path. Note positive or negative implications about their career choice.
- Interpersonal: Using questions adapted from career preference surveys, students interview each other about what is important in a chosen profession including talents, interests, skills, education preparation, opportunities.
- Presentational: Complete a "Curriculum Vitae" or resume with biographical data, education and work history. Create a cover letter in which career and workplace desires are described, highlighting personal characteristics that make one well-suited for a particular career.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Use vocabulary for personality traits, job skills and careers or professions to describe career goals and preferences.	Content: personality traits job skills careers goals professions Skills: Identify personality traits, job skills, careers and career goals in the target language	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Activities and Resources	NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by	2 lessons

	<p>Recognize new vocabulary in short audio segments.</p> <p>Ask and answer a variety of questions that elicit elaboration on what particular career path entails such as responsibilities, benefits, qualifications of candidates, interests, education, skills, and experience</p> <p>Express, defend, and provide a complete explanation with detail about personal preferences regarding careers.</p>	<p>Grammar and/or vocabulary quizzes/ formative assessments</p> <p>Picture prompts</p>	<p>speakers of the target language in formal and informal settings, through appropriate responses</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	
<p>Read and listen to information about work, job searches and employment types, sites and skills</p>	<p>Content: Vocabulary of professions, Office tasks, job descriptions</p> <p>Skills: Read and interpret a text and summarize general meaning with supporting details.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning</p> <p>Read a text a second time to possibly identify additional details</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Activities and Resources</p> <p>Info-gap activities</p>	<p>NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</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>	3 lessons
<p>Read a short article about the types of careers and jobs available in Italy</p>	<p>Content: Vocabulary of the working world</p> <p>Skills: Recognize new vocabulary in short texts.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Correct false statements</p>	<p>NJCCCS 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8</p>	2 lessons

			Analyze structures of the target language and comparable linguistic structures in English	
Use impersonal constructions to make general statements about job qualifications	<p>Content: Impersonal expressions used with infinitive</p> <p>Skills: Use impersonal expressions to describe professions</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Grammar and/or vocabulary quizzes/ formative assessments</p>	<p>NJCCCS 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English</p>	2 lessons
Give advice, recommendations and suggestions about what students can do in school and outside of school in order to achieve their career goals	<p>Content: Present subjunctive tense of regular and irregular verbs</p> <p>Skills: Use the present subjunctive to give advice, make recommendations and suggestions</p> <p>Interpret short texts and audios using the present subjunctive verbs to describe advice or recommendations about work</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Grammar and/or vocabulary quizzes/ formative assessments/ picture sequences</p>	<p>NJCCCS 7.1.IH.A.3 Compare and contrast the use of verbal and nonverbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	2 lessons
View a short film about a woman who is unhappy in her job which subsequently affects other aspects of her life.	<p>Content: Short film: <i>"Viola fondente"</i></p> <p>Skills: Make predictions about a video/audio based on the title</p> <p>Listen to an audio and identify key familiar terms to summarize the general meaning</p>	<p>Comprehension questions True or false</p> <p>Imagine a conversation between Viola & her husband after she leaves her job</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	1 lesson
<p>Use the present perfect to describe activities you have done or experiences you have had.</p> <p>Prepare and write a personal profile highlighting personality traits, skills and experiences</p>	<p>Content: Present perfect tense</p> <p>Skills: Use the present perfect to describe activities you have done or experiences you have had.</p> <p>Interpret short texts and audios using present perfect tense verbs to describe activities or experiences</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Grammar and/or vocabulary quizzes/ formative assessments</p>	<p>NJCCCS 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	2 lessons

<p>Read and analyze a short article about the changing job market in Italy</p> <p>Read and analyze a short article about the future job market in Italy</p> <p>Compare and contrast the future job market in the target culture and the student's own culture</p>	<p>Content: Traditional professions and newly formed professions</p> <p>Skills: Identify traditional job descriptions and</p> <p>Interpret short texts and audios describing traditional and future professions</p>	<p>Reading comprehension activities</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	2 lessons
<p>Interpretive: Read interviews and summarize education and training, and career paths. Note positive or negative implications about their career choice</p> <p>Interpersonal: Interview each other about what is important in a chosen profession.</p> <p>Presentation: Complete a "Curriculum Vitae" or resume and a cover letter for a particular career.</p>	<p>Content: Career vocabulary Present perfect tense Future tense</p> <p>Skills: Read and interpret a text and summarize general meaning with supporting details.</p> <p>Question, state and defend opinions regarding chosen professions.</p> <p>Write a CV in the target language in the style of a target language Curriculum Vitae</p> <p>Write a cover letter for a particular career.</p>	<p>Unit Benchmark See Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</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>	2 lessons

Unit 4 Overview

Unit Title: Offerte di lavoro/In Ufficio

Unit Summary:

This unit includes the study of careers. Upon completion of this unit students will be able to communicate about skills and qualities needed for certain jobs or careers. Students will also be able to talk about job-seeking skills, including interviewing techniques as well as deciding how to choose a career. Students will also be able to read and listen to interviews of workers describing their career selection and preparation. They will also be able to summarize their education and training, career path and note positive or negative implications about their career choice. They will compare and contrast the process of finding work and the discuss the challenges faced by young people in the target language culture compared to their own culture. Finally students will be able to complete a “Curriculum Vitae” or resume with biographical data, education and work history and create a cover letter in which career and workplace desires are described, highlighting personal characteristics that make one well-suited for a particular career.

This unit corresponds with the AP theme of Contemporary Life.

Suggested Pacing: 17 lessons- 4 weeks

Learning Targets

Unit Essential Questions:

- Which skills, talents and education are valued by potential employers?
- What challenges are faced by young people in Italy in trying to find a job?
- What factors are important when trying to obtain a job?
- What are the most popular and best paying careers today?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- There is a professional process to finding a job.
- The economy of Italy proposes special challenges for young people in search of careers.
- Perspectives toward work and education vary across cultures.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

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 complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- **Interpretive:** Read interviews of workers in the target culture describing their career selection and preparation. Summarize their education and training, career path. Note positive or negative implications about their career choice.
- **Interpersonal:** Using questions adapted from career preference surveys, students interview each other about what is important in a chosen profession including talents, interests, skills, education preparation, opportunities.

Alternative Assessment:

- **Presentational:** Complete a “Curriculum Vitae” or resume with biographical data, education and work history. Create a cover letter in which career and workplace desires are described, highlighting personal characteristics that make one well-suited for a particular career.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Use office vocabulary to describe job applications and interviews.	<p>Content: Office vocabulary interviewing Personality traits</p> <p>Skills: Identify personality traits, job skills, careers and career goals in the target language</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Ask and answer a variety of questions that elicit elaboration on what particular career path entails such as responsibilities, benefits, qualifications of candidates, interests, education, skills, and experience</p> <p>Express, defend, and provide a complete explanation with detail about personal preferences regarding careers.</p>	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Activities and Resources	<p>NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2 lessons
Read and listen to a job interview to understand skills needed for given professions	<p>Content: personality traits job skills careers goals</p> <p>Skills: Recognize new vocabulary in short audio segments.</p> <p>Ask and answer a variety of questions that elicit elaboration on what particular career path entails such as responsibilities, benefits, qualifications of</p>	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities	<p>NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	1 lesson

	<p>candidates, interests, education, skills, and experience.</p>		<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</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>Read and respond to target language mini-text regarding job prospects for recent Italian graduates</p>	<p>Content: <i>"Dalla scuola al lavoro"</i> <i>"I luoghi dove cercare lavoro"</i> <i>"il primo maggio"</i></p> <p>Skills: Read a text to identify key familiar terms to summarize</p> <p>Read a text a second time to identify more details</p>	<p>Correct false statements</p> <p>Class discussion: What similarities and differences exist for graduates in the U.S.</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English</p>	2 lessons
<p>Use the regular and irregular present subjunctive to express emotions and attitudes about things</p>	<p>Content: Irregular subjunctive forms Verbs of emotion, desire, hope and will Verbs & expressions that do not trigger the subjunctive</p> <p>Skills: Express opinions about various professions</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Grammar and/or vocabulary quizzes/ formative assessments</p>	<p>NJCCCS 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English</p>	3 lessons
<p>Use the regular and irregular subjunctive to express opinion, doubt and uncertainty regarding job opportunities</p>	<p>Content: Irregular present subjunctive forms, avere, dare, essere, sapere stare</p> <p>Skills: Express opinions about</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Grammar and/or vocabulary quizzes/ formative assessments/ picture sequences</p>	<p>NJCCCS 7.1.IH.A.3 Compare and contrast the use of verbal and nonverbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and</p>	3 lessons

			situations of a personal, academic, or social nature.	
Apply listening comprehension strategies to a conversation regarding the professional experience of two Italian women	<p>Content: Vocabulary: professions, the workplace, job qualifications</p> <p>Skills: Listen and interpret a conversation to summarize meaning with supporting details</p> <p>Listen to an audio to identify key, familiar terms to summarize the general meaning</p> <p>Listen to an audio a second time to note the similarities and differences of each person's experience</p>	<p>Listening comprehension questions</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p>	1 lesson
<p>Read and analyze a short article about the changing job market in Italy</p> <p>Read and analyze a short article about the future job market in Italy</p> <p>Compare and contrast the future job market in the target culture and the student's own culture</p>	<p>Content: Traditional professions and newly formed professions</p> <p>Skills: Identify traditional job descriptions and current trends in the Italian job market</p> <p>Interpret short texts and audios describing traditional and future professions</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2 lessons
<p>Interpretive: Read interviews and summarize education and training, and career paths. Note positive or negative implications about their career choice</p> <p>Interpersonal: Interview each other about what is important in a chosen profession.</p> <p>Presentational: Complete a "Curriculum Vitae" or resume and a cover letter for a particular career.</p>	<p>Content: Career vocabulary Present perfect tense Future tense Subjunctive mood with impersonal expressions</p> <p>Skills: Read and interpret a text and summarize general meaning with supporting details.</p> <p>Question, state and defend opinions regarding chosen professions.</p> <p>Write a CV in the target language in the style of a target language Curriculum Vitae</p> <p>Write a cover letter for a particular career.</p>	<p>Unit Benchmark Assessment See Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce</p>	3 lessons

Unit 5 Overview

Unit Title: L'ambiente naturale/All'aria aperta

Unit Summary:

This unit includes the study of the environment, including nature and outdoor activities. Upon completion of this unit students will be able to communicate about things found in nature and activities that can be done outdoors. Students will also be able to talk about natural places to visit in Italy. Students will also be able to read and listen to interviews about natural destinations and the importance of preservation of green space. They will be able to plan a vacation to an "agriturismo" and discuss the benefits of such a vacation. Students will examine the various organizations in Italy dedicated to the preservation of nature and green spaces.

This unit corresponds with the AP theme of Global Challenges and Contemporary Life

Suggested Pacing: 16 lessons (5 weeks)

Learning Targets

Unit Essential Questions:

- What is the importance of preserving green space in order to improve quality of life?
- How have "agriturismi" changed the landscape of the travel industry?
- How do national parks in Italy differ from those in the US?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?
- How can I make myself understood when I don't know all the necessary words?

Unit Enduring Understandings:

- The preservation of green space is important to the quality of life
- The Italian landscape provides people with varied opportunities to enjoy various activities
- The concept of "agriturismi" travel has become an important part of the Italian travel industry
- Comprehension of a text does not mean understanding every word
- Circumlocution is vital when communicating in a second language

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 complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- Interpretive: Read article on popular agriturismo in Italy to become familiar with the various amenities
- Interpersonal: Students interview one another about their personal interests to determine the best agriturismo or nature park to go to.
- Presentational: Design an original poster advertising a visit to natural park or agriturismo in Italy touting the advantages and benefits to this type of visit

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCLS)	Pacing
Use outdoor vocabulary to describe outdoor adventures and the natural environment	<p>Content: Nature vocabulary including landscape, weather conditions, animals found in nature and activities</p> <p>Skills: Identify different landscapes, types of outdoor activities and adventures, weather events, and animals in the target language</p> <p>Recognize new vocabulary in short audio segments. State and defend opinions regarding the outdoors and nature</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Activities and Resources</p> <p>Info-gap activities</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCLS</p> <p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2 lessons
Read and respond to a target language mini texts regarding nature, national and popular excursions in the Italian speaking world	<p>Content: "Una gita fuori porta" "Vacanze in campagna: agriturismo" "A favore della natura"</p> <p>Skills: Make prediction about the text based on the title, and/or photos</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning</p> <p>Read a text a second time to possibly identify additional details</p> <p>Identify a maximum of difficult words the student must define to understand the text</p>	<p>Reading comprehension questions based on the text</p> <p>Correct false statements</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Activities and Resources</p>	<p>NJCLS</p> <p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p>	2 lessons

Use conjunctions that require the subjunctive to describe nature and outdoors activities	<p>Content: Conjunctions requiring the subjunctive mood: affinché, in modo che, benché, sebbene, a condizione che, purché, prima che, senza che, a meno che...non</p> <p>Skills: Use both regular and irregular subjunctive forms to describe feelings, wishes, desires and opinions about nature</p> <p>Interpret short texts and audios using conjunctions to describe certain conditions in nature</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Create a class chain story using key conjunctions</p>	<p>NJCCCS</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English</p>	2 lessons
Apply listening comprehension strategies to a fragment from an authentic target language video about agriturismo	<p>Content:</p> <p>Youtube: Agriturismo a San Gimignano Intervista Storia di successo Agriturismo La Tavola Marche</p> <p>Skills: Make predictions about a video/audio based on the title</p> <p>Listen to an audio and identify key, familiar terms to summarize general meaning</p> <p>Listen to an audio a second time to possibly identify additional meaning</p>	<p>Listening comprehension activities</p> <p>Class discussion: How is the agriturismo experience changing the vacation experience?</p>	<p>NJCCCS</p> <p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</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>	1 lesson
Use the past subjunctive to describe opinions, feelings and wishes about past events	<p>Content: Past subjunctive of regular and irregular verbs</p> <p>Skills: Use the past subjunctive to express feelings about past events</p> <p>Interpret and respond to questions about past activities</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Grammar and/or vocabulary quizzes/ formative assessments/ picture sequences</p>	<p>NJCCCS</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.B.2</p>	2 lessons

	Interpret short texts and audios using the past subjunctive		Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.	
Apply listening skills to a short film about the meaning nature from the perspective of 2 different generations	<p>Content: Short film: <i>Lo sguardo ritrovato</i></p> <p>Skills: Make predictions about a video/audio based on the title</p> <p>Listen to an audio and identify key, familiar terms to summarize general meaning</p> <p>Listen to an audio a second time while reading the transcript to train the ear.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Comprehension questions</p> <p>Based on stills from the short describe the importance of the scene</p>	<p>NJCCCS</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives</p>	2 lessons
Design an original poster advertising a visit to natural park or agriturismo in Italy	<p>Content: Outdoor vocabulary Present and past subjunctive verb tense with appropriate conjunctions</p> <p>Skills: Find factual information through Internet research</p> <p>Form sentence-long descriptions of national parks, natural landscapes and agriturismo</p> <p>Form complex sentences to describe activities using conjunctions and personal opinions and impersonal expressions</p>	<p>Use benchmark assessment</p> <p>See Suggested Resources and Activities</p>	<p>NJCCCS</p> <p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	3 lessons
Apply reading comprehension strategies to a target language text about the perception and reality of animals in nature	<p>Content: <i>“Come parlare degli animali”</i> by Umberto Eco</p> <p>Skills: Make prediction about the text based on the title, and/or photos</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning</p> <p>Read a text a second time to possibly identify additional details</p>	<p>Reading comprehension questions</p> <p>Summarize text in 50-60 words</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS</p> <p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7</p>	2 lessons

	Identify a maximum of 5 difficult words the student must define to understand the text		Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
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Unit 6 Overview

Unit Title: L'Ambiente naturale- Proteggere il pianeta / Protecting the planet

Unit Summary:

In this unit students will be able to understand that there are many environmental problems that affect our communities. Students will be able to understand that there are many things we can do to promote awareness of environmental problems and to help prevent further environmental problems. Students will be able to understand that environmental problems affect everyone in the world and it is important to find solutions together.

This unit corresponds with the AP theme of Global Challenges.

Suggested Pacing: 19 lessons (5-6 weeks)

Learning Targets

Unit Essential Questions:

- What is our relationship to the earth?
- What environmental issues pose challenges to our world?
- What are some possible solutions to these challenges?
- What do young people think about the environmental issues threatening their communities?
- What can young people do to effect positive change regarding the environment?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- Environmental conditions affect daily life.
- Every individual can and should contribute to the protection of our natural resources and a safe environment.
- Geography, economics, and cultural perspectives and practices affect how different countries respond to environmental concerns and to the preservation of natural resources.

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

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 complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- **Interpretive:** A representative of congress is coming to your school during Earth Day week to discuss environmental problems. You read an article or watch an authentic video about a problem you consider important.
- **Interpersonal:** You and another classmate discuss what you would like to discuss with the visiting congressman. Prepare to explain the problem and say what changes are necessary to improve the situation
- **Presentational:** Prepare to persuade the congressman that the government should do more to alleviate the problem and be prepared to give suggestions.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
<p>Identify information about environmental issues</p> <p>Discuss what we can do to protect the planet</p> <p>Complete and interpret a personal survey that identifies your environmental habits</p>	<p>Content: Vocabulary: the environment, types of energy, environmental problems, solutions, geography, natural disasters, recycling</p> <p>Skills: Identify environmental problems</p> <p>Recognize new vocabulary in short audio segments</p> <p>Ask a variety of questions regarding what jobs</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes/ formative assessments/ picture sequences</p> <p>Paired info-gap activity</p>	<p>NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading,</p>	2 lessons

	<p>become important to combat environmental problems</p> <p>Express, defend and provide explanations about what we can do to protect the environment.</p>		<p>negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	
<p>Apply reading comprehension strategies to a target language text about the use of clean energy to reduce smog in large urban cities</p>	<p>Content: <i>"Un problema ambientale"</i></p> <p>Skills: Make prediction about the text based on the title, and/or photos</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning</p> <p>Read a text a second time to possibly identify additional details</p> <p>Identify a maximum of 5 difficult words the student must define to understand the text</p>	<p>Reading comprehension activities</p> <p>Correct false statements</p>	<p>NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts</p>	1 lesson
<p>Apply listening comprehension strategies to authentic public service announcement about environmental issues</p>	<p>Content: <i>"Facciamo la nostra parte"</i></p> <p>Skills: Make predictions about a video/audio based on the title</p> <p>Listen to an audio and identify key, familiar terms to summarize general meaning</p> <p>Listen to an audio a second time while reading the transcript to train the ear.</p>	<p>Cloze activity for the audio</p> <p>Listening comprehension questions</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English</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</p>	2 lessons

			a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	
Apply reading comprehension strategies to target language mini-texts about the problem of smog in Italian urban environments, recycling and the slow food movement	<p>Content: <i>"Un mondo piu pulito"</i> <i>"Raccolta differenziata"</i> <i>"Slow food"</i></p> <p>Skills: Make predictions about the text based on the title, and/or photos</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning</p> <p>Read a text a second time to possibly identify additional details</p> <p>Identify a maximum of 5 difficult words the student must define to understand the text</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Grammar and/or vocabulary quizzes/formative assessments</p>	<p>NJCCCS 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p>	1 lesson
<p>Discuss the principal elements of the Slow food movement founded in Italy as a solution to an environmental problem</p> <p>Identify the principals behind the slow food movement</p>	<p>Content: Video: Carlo Petrini Il movimento Slow food</p> <p>Video: Slow food revolution</p> <p>Video: Alice Waters: The Mother of Slow Food in America</p> <p>Video: Terra Madre 2014</p> <p>Skills: Make predictions about a video/audio based on the title</p> <p>Listen to an audio and identify key, familiar terms to summarize general meaning</p> <p>Listen to an audio a second time while reading the transcript to train the ear.</p>	<p>Listening comprehension activity using EdPuzzle</p> <p>Group discussion comparing & contrasting the Slow Food movement in Italy and America</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.3 Compare and contrast the use of verbal and nonverbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	3 lessons
Use the imperfect subjunctive to describe hypothetical statements concerning the environment	<p>Content: Imperfect subjunctive verb forms of regular -are, -ere, ire verbs; Imperfect subjunctive verb forms of essere, dare, stare, fare and dire</p> <p>Skills:</p>	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities	<p>NJCCCS 7.1.IH.A.3 Compare and contrast the use of verbal and nonverbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture</p> <p>7.1.IH.A.8</p>	3 lessons

	<p>Use regular and irregular conjugations to accurately describe what you would do in hypothetical situations (if clauses)</p> <p>Create hypothetical situations based on picture prompts</p>	Grammar and/or vocabulary quizzes/ formative assessment	<p>Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature</p>	
Use the past perfect subjunctive to describe what one would have done under certain conditions	<p>Content: Past perfect subjunctive of regular & irregular verbs; regular and irregular past participles</p> <p>Skills: Use the past perfect subjunctive conjugations accurately to describe what you would have done in the past if certain conditions had been met</p> <p>Interpret and respond to questions about past activities</p> <p>Interpret short texts and audios using the past perfect subjunctive</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p> <p>Grammar and/or vocabulary quizzes/ formative assessments</p>	<p>NJCCCS 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	2 lessons
<p>Identify the causes of global warming and understand how an individual contributes to the problem</p> <p>Determine what is their carbon footprint</p>	<p>Content: Carbon footprint calculator L'effetto serra</p> <p>Article: Come proteggere il pianeta</p> <p>Skills: Identify the causes of global warming and how an individual contributes to the problem</p>	<p>Group discussion: What are some solutions to the problem of global warming?</p> <p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Resources and Activities</p>	<p>NJCCCS 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2 lessons
Presentational: In groups of three, a representative of congress is coming to your school to discuss an important ecological problem. The group must be prepared to explain the problem,	<p>Content: Article or video on current environmental problem</p> <p>Table or chart substantiating position</p>	<p>Unit Benchmark assessment (IPA) Interpretive (article/video);</p> <p>Interpersonal (discussion)</p>	<p>NJCCCS 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2</p>	3 lessons

suggest possible solutions and convince the representative that the government can do to make things better	<p>Skills:</p> <p>This presentational comprises addresses two skills corresponding to the AP Italian Language & Culture Persuasive essay and cultural presentation</p>	Presentational (oral communication)	<p>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and nonverbal communication strategies</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	
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