



# PISCATAWAY TOWNSHIP SCHOOLS

**Dr. Frank Ranelli**  
Superintendent of Schools  
**Dr. William Baskerville**  
Assistant Superintendent

**Content Area:** World Language, Italian 2  
**Grade Span:** 9-12  
**Revised by:** Adele Marra-Gersbeck  
**Presented by:** Glennysa Jurado-Moran  
**Approval date:** August 2020

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## **Piscataway Township Schools**

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561

Fax 732 572-1540

[www.piscatawayschools.org](http://www.piscatawayschools.org)

## COURSE OVERVIEW

### Description

This course is designed for students who have successfully completed French 1, and stresses the development of communication skills in the three modes of communication: interpretive, interpersonal and presentational as well as interculturality. This course is designed to meet the needs of all students (grades 9-12) who are interested in continuing their study of the French language. The target proficiency level for this course is Novice-High according to ACTFL proficiency guidelines. This course integrates the ACTFL's Core Ideas and practices (5 C's - communication, cultures, communities, comparisons and connections), Intercultural Communication standards (products, practices and perspectives), and current global themes. In addition, this course infuses information and instruction regarding the Amistad, Holocaust, LGBTQ and Disabilities Laws as per the district initiative as well as 21st Century themes and skills. The overall objectives of the French 2 course are to develop, reinforce, and refine proficiency in the three modes of communication and expand the learners interculturality. By developing and refining their skills of observation, students also acquire a basic understanding and appreciation of the diversity of the Italian culture.

### Goals

*World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world (NJSLS-WL, 2020).* The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy, critical thinking skills in a second language and intercultural competence. Students will arrive at this in a learning environment that is led by culture, is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.

*This course is centered on ACTFL'S Core ideas that help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of the course (NJSLS-WL, 2020)*

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication between and among people is the exchange of
- information and the negotiation of meaning.
- Presentational communication involves presenting information, concepts, and
- ideas to an audience of listeners or readers on a variety of topics.

This course will address an even development of the three modes of communication and interculturality as a means by which to not only develop Novice High proficiency but also the ACTFL Core Ideas and Practices:

- Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.
- Students engage in direct oral and/or written communication with others in order to exchange of information utilizing negotiation of meaning.
- Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction
- Students will use the language to investigate, explain and reflect on the relationship between Practices and Perspectives of the cultures studied.

- Students will use the language to investigate, explain and reflect on the relationship between Products and Perspectives of the cultures studied.
- Students will be able to recognize similarities and differences between their own culture and the culture of francophone countries.

Additionally, this course aims to:

- Foster an appreciation and appropriate understanding of French language learning, cultural practices and perspectives with comparison to their native language and culture.
- Provide opportunities to make connections with local and global French communities to foster deeper appreciation and motivation for language learning and functional communication.
- Promote life-long active language learning.

### Scope and Sequence

Unit	Topic	Length
1	La Mia Casa/Home and Family Structures	45 days
2	Moda e Design - Fare Acquisti/ Fashion and Shopping	45 days
3	La Salute e Benessere/Healthy Lifestyle and Quality of Life	45 days
4	Le Vacanze/Going Places – An Unforgettable Trip	45 days

### Resources

**Core Text:**

**Super Ciao a Tutti (Studio Arcobaleno)**

**Suggested Resources:**

Quizlet, Quizziz, Edpuzzle  
 Youtube channels  
 Flipgrid

**Suggested Resources:**

<http://www.languageguide.org/italian/> : Has vocabulary in Italian for many pictorial topics

<http://www.onlineitalianclub.com>: Has authentic listening, speaking, and reading texts and exercises to practice skills. Also, “easy readers” for different levels of Italian are available as well as “easynews” written for beginners about current events.

Suggested Readers: Povera Anna, Blaine Ray

Brandon Brown Dice La Verità, Fluency Matters

## UNIT 1: La Mia Casa/Home and Family Structures

### Summary and Rationale

During this unit, students will learn how to talk about the aspects of homes and families that are most relevant to their daily lives – who their family members are and what they do at home. Students will view photos and videos of homes and families in the target culture, considering various definitions of family and “home” in different cultures. They will compare and contrast their community with communities from the target culture(s). Within the theme of home and Family Structures students will be able to communicate with peers and the teacher in the target language inside and outside of the classroom. Students will be able to describe and engage in conversations regarding their family, their home, their responsibilities and their role in the community.

### Recommended Pacing

45 days

### State Standards

#### Standard 7.1 World Languages:

##### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

##### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS– WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests. The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically

been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

	<b>Performance Expectations</b>
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p><b>Interpersonal Mode of Communication:</b> Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p><b>Core Idea:</b> Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
	<b>Performance Expectations</b>
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
<b>Intercultural statements</b>	<b>Possible Topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

Learners recognize and identify a few typical practices of the target culture.	Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
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<p><b>Presentational Mode of Communication:</b> Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p> <p><b>Core Idea:</b> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
	<b>Performance Expectations</b>
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>Intercultural Statements</b>	<b>Possible Topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

## Instructional Focus

### Unit Enduring Understandings

- As societies change and structures change, so do family structures and members' roles
- Comparing homes and families from different cultures expands ones' perspective
- The importance of creating eco-friendly homes and communities

### Unit Essential Questions

- What makes a family? What makes a home?
- What is important to me about my family and home?
- What is my role in my family and my community?
- How can I contribute in making my home and community more eco-friendly?
- How is family life similar or different in Italy?

### Objectives

#### Students will know:

#### 1. Vocabulary

- **Family members:** *famiglia nucleare: madre/padre, fratello, sorella, matrigna/patrigno, fratellastro/sorellastra, I parenti: zio/zia, cugino/a, I nonni. I genitori, I figli, gli adolescenti, I bambini, gli anziani, Pets: gli animali domestici – cane, gatto, uccellino, pesce, tartaruga,*
- **Types of homes:** *la villa/la villetta, il palazzo, l'appartamento, il condominio, la camera/la stanza, il piano, l'edificio, i mobili, affittare, traslocare*
- **Locations of dwellings:** *in campagna, in città, in periferia, in montagna, in centro, al mare*
- **Descriptions of homes:** *grande/piccolo, antico/nuovo, moderno/tradizionale, ecologico, verde, comodo, elegante, rustico*
- **Identify rooms in the house:** *la cucina, la camera da letto, il bagno, il salotto, la sala da pranzo, l'ufficio, il giardino, il soggiorno, il corridoio, il balcone, il terrazzo*
- **Identify objects and furniture for each room in the house:** *l'Arredamento/I mobili, gli oggetti, la tavola, le sedie, la scala, il divano, la poltrona, la lampada, il quadro, il forno, la lavastoviglie, il letto, la doccia, il WC, il bidet*
- **Numbers:** *da zero fino a cento*
- **Colors:** *4 forms: bianco, nero, rosso, azzurro, giallo, grigio 2 forms: verde, marrone 1 form: arancione, rosa, viola, blu*
- **Activities in the home:** *mangiare, cucinare, guardare, giocare, leggere, dormire, aprire, chiudere, accendere, spegnere, pulire*
- **Activities with verb "fare":** *fare giardinaggio, fare colazione, fare esercizi, fare il compito, fare il letto*
- **My responsibilities in my family/community:** *le faccende di casa, lo studio, lavoro socialmente utile*
- **Identify eco-friendly practices in the home:** *riciclare, il risparmio d'acqua, ecologico, proteggere l'ambiente, I rifiuti, risparmiare energia*
- **The months of the year:** *I mesi dell'anno: gennaio, febbraio, marzo, aprile, maggio, giugno, luglio, agosto, settembre, ottobre, novembre, dicembre.*
- **The seasons:** *Le stagioni: la primavera, l'estate, l'autunno, l'inverno*
- **Sports using fare:** *fare lo sport: fare footing, fare pattinaggio, fare campeggio, fare esercizi*
- **Sports using giocare:** *giocare a pallacanestro/basket, a baseball, a calcio, a tennis, a pallavolo*
- **Pastimes using giocare/suonare:** *giocare a carte, ai videogiochi, a dama/scacchi, suonare gli strumenti: la chitarra, la batteria, il pianoforte*
- **Expressions with avere:** *avere bisogno di, avere fame/sete, avere caldo/freddo, avere sonno*



- **How to ask and tell activities you do with family (leisure activities/chores)**: *Quali sono le tue faccende di casa? Che fai in casa? Con chi trascorri il tempo libero? Dove fai le attività? Io faccio colazione in cucina. Io guardo la tv in salotto, io dormo in camera da letto. Io gioco dama con mio fratello.*
- **How to express likes/dislikes**: *Mi piace/non mi piace... Io preferisco ... Come preferisci la casa? Dove? Che tipo/stile?*

## 2. Grammar

- **Question words**: *Chi? Che/che cosa? Quando? Dove? Perché? Quanto? Come?*
- **Adjective agreement** : gender and number agreement, adjective placement
- **Forms of bello/quello**
- **The verb avere and idiomatic expressions**
- **The verb fare and idiomatic expressions**
- **The verb andare/uscire and the near future**
- **Modal verbs: dovere, potere, volere**
- **How to identify passato prossimo**

## 3. Culture:

The Italian family has always been a strong unit, with the mother as the center of the family. Many Italian homes are shared with extended family, in particular grandparents, who provide support in running the household and rearing the children. The older generation is highly respected, provides stability, and teach their traditions and customs. Over time family structures have changed as well, with more single family homes, many putting off marriage until older, and a very low birth rate. Italians also hold dear the idea of being eco-friendly in their homes and in their communities, and have many systems in place to support living a cleaner and greener life.

### Students will be able to/ Unit Can Do Statements:

- 1. I can understand information about where people live.**
  - A. I can understand when I hear someone talk about where they live.
  - B. I can understand when I read about where someone lives.
  - C. I can understand when I view information about where someone lives.
- 2. I can tell someone where I live.**
  - A. I can give my address.
  - B. I can tell my town, city, and state
  - C. I can tell my county and country
- 3. I can give information about where Italians live.**
  - A. I can ask others where they live. (town, province, region, country)
  - B. I can tell where others live. (town, province, region, country)
- 4. I can describe my home.**
  - A. I can tell the type of my home and homes in my community.
  - B. I can tell how many and what rooms my house has.
  - C. I can give information about the colors and style of my home and my rooms.

- D. I can tell what I do in certain rooms of the house.
- E. I can tell which is my favorite room and why.

**5. I can tell about others' homes.**

- A. I can ask others about their homes.
- B. I can give information about others' homes.
- C. I can ask and give information about typical Italian dwellings.

**6. I can describe family life within my household.**

- A. I can tell how many people live in my house and who they are.
- B. I can give information about my pets.
- C. I can tell about my role, family's members' roles and responsibilities, such as chores.

**7. I can give information about family life in other's households.**

- a. I can ask others how many people live in their homes and who they are.
- b. I can ask about their responsibilities and/or chores family members do.
- c. I can give information about family life in others' homes.
- d. I can recognize different family structures in different communities, as seen in many Italian households who live with or nearby extended family.
- e. I can understand that as times change, so do family structures and members' roles.

**8.** In my own and the Italian culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective.

**9.** In my own and the Italian culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

## Resources

**Core Text:**

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**Suggested Resources:**

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## UNIT 2: Moda e Design – Fare Acquisti/ Fashion and Shopping

### Summary and Rationale

Teenagers highly value their appearance and clothes and accessories can help them achieve the “right” look and status in their peer group. In this unit, students will examine the shopping experience in both cultures, with an emphasis on clothing and fashion. Students will reflect on their views about fashion, and compare it to Italian views. They will examine where they like to shop, what they like to shop for, and how they like to shop. Students will discuss appropriate attires for situations such as the workplace or dressing for a formal occasion (i.e. prom). Students will reflect on the Italian philosophy of “fare una bella figura”, a strongly held belief about making a good impression, which includes dressing appropriately and fashionably.

### Recommended Pacing

45 days

### State Standards

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##### Vision

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access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS– WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests. The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

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**Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

	<b>Performance Expectations</b>
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
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7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<b>Intercultural Statements</b>	<b>Possible topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p><b>Interpersonal Mode of Communication:</b> Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p><b>Core Idea:</b> Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
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7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
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7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
<b>Intercultural statements</b>	<b>Possible Topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p><b>Presentational Mode of Communication:</b> Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p> <p><b>Core Idea:</b> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
	<b>Performance Expectations</b>
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>Intercultural Statements</b>	<b>Possible Topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs,	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● The shopping experience is an integral part of life</li> <li>● All societies have an established system of providing goods and services to their communities (buying/bargaining)</li> <li>● The clothing industry provides an essential product</li> <li>● Fashion reflects culture</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>● How do I view the clothing industry and its impact?</li> <li>● To what extent does fashion reflect or influence culture?</li> <li>● How am I viewed because of my fashion choices?</li> <li>● What influences fashion choices and why?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <p><b>1. Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Clothing Articles:</b> <i>capi di abbigliamento/vestiti: la camicia/la camicietta, i pantaloni, la maglietta, la felpa, il maglione, i calzetti, il cappello, i guanti, la sciarpa, il pigiama, l'uniforme, il tailleur, l'abito, il completo, il vestito, la cravatta, la gonna, i jeans, la t-shirt, la giacca</i></li> <li>● <b>Footwear:</b> <i>le scarpe, gli stivali, le scarpe da tennis, le pantofole, i sandali, le ciabatte, scarpe coi tacchi alte</i></li> <li>● <b>Clothing fabric:</b> <i>tessuti: seta, cotone, lana, poliestere, lino, pelle</i></li> <li>● <b>Clothing style and design:</b> <i>elegante, moderno, sportivo, casual, a strisce, a pois, a fiori</i></li> <li>● <b>Accessories:</b> <i>gli accessori, la borsa, i gioielli, la collana, il bracciale, l'anello</i></li> <li>● <b>Fashion terms:</b> <i>la moda, la tendenza, il look, gli stilisti, la Passarella, di moda/fuori moda, seguire la moda</i></li> <li>● <b>Verbs:</b> <i>indossare, mettersi, vestirsi, portare, misurare, provare</i></li> <li>● <b>Size:</b> <i>grande, piccolo, misura taglia europea (es. Misure delle scarpe uomo/donna es. Taglia USA 6=Eur 36,5)</i></li> </ul>

- **Parts of the body:** *le parti del corpo, le mani, I piedi, la testa, le gambe, le braccia, le dita, gli occhi, il naso, le labbra, I denti, il collo, I capelli*
- **Adjectives describing clothing/fashion:** *elegante, sportive, comodo, chiaro/scuro, attillato, moda giovane, stretto, largo, corto, lungo, maniche corte/lunghe*
- **Colors:** *blu, bianco, nero, rosso, rosa, beige, arancione, grigio, neutrale, viola, porpora, fucsia, giallo*
- **Seasons:** *in estate, in inverno, in autunno, in primavera*
- **Weather:** *fa freddo, fa caldo, fa bel tempo, fa brutto tempo, tira vento, E' soleggiato, piove, nevica*
- **Numbers:** *1-1,000,000*
- **Monetary Systems:** *Dollar vs. Euro*
- **Vocabulary in a store, i saldi, la commessa, la cassa, i soldi, la carta di credito/debito, contanti, pagare, spendere, restituire, il camerino, misurare, provare**
- **Different types of stores for clothing/accessories:** *negozio d'abbigliamento, negozio di scarpe e accessori, gioielleria, il centro commerciale, il magazzino*
- **Different types of occasions/activities/different places:** *alla festa, in palestra, in chiesa, al ballo (al prom) fare la ginnastica, andare al matrimonio, andare a scuola, al mare/alla spiaggia,*
- **Vocabulary for likes and dislikes:** *Mi piace/lo preferisco/Il mio stile preferito è*
- **Vocabulary for agreeing and disagreeing:** *Lui ha un buon gusto/cattivo gusto, brutto stile/bello stile*
- **Phrases/Questions in a store:** *Mi scusi, Quanto costa? Quanto costano? Davvero? Come? troppo tanto/poco, È caro/economico, Hai questo vestito nella mia taglia... Ho bisogno di ... Hai questo in colore. Vorrei comprare delle scarpe comode.*

## 2. Grammar

- *Definite and Indefinite Articles*
- *Irregular Plurals: la mano/le mani, il braccio/le braccia, il ginocchio/le ginocchia*
- *Demonstrative Pronouns: Questo/Quello*
- *Partitive Di +definite article: degli, delle, dei, del, dell' (es. Delle scarpe, dei guanti, dei jeans)*
- *Possessive Adjectives: il mio, il tuo, il suo, il nostro, il Vostro, il loro and their variations*
- *Irregular verbs: fare, andare, stare, dare*
- *Irregular verb: piacere*
- *Reflexive verbs: vestirsi, mettersi*
- *Passato Prossimo: mi ho messo, ho portato, mi sono vestito, ho indossato*
- *Adjective agreement and placement: vestito nero con le maniche lunghe*
- *Affirmative and negative formal commands*

## 3. Culture

- *Italian fashion and design - "Made in Italy" label associated with luxury brands and high quality standards*
- *Milan as a fashion capital of the world*
- *Famous Italian designers – Armani, Gucci, Prada, Versace, Dolce e Gabbana*
- *"fare una bella figura" – What does this phrase mean and do you agree/disagree?*
- *Wearing uniforms to school which is common in Italy – a good idea?*
- *Young fashion trends more casual/sporty – moda giovane più sportiva, casual, spiritoso, libera*



**Students will be able to/ Unit Can Do Statements:**

**1. I can understand information about clothing and fashion.**

- A. I can understand when I hear someone talk about clothing and current fashion trends.
- B. I can understand when I read about clothing and fashion.
- C. I can understand when I view information about clothing and fashion.

**2. I can tell someone my clothing and fashion preferences.**

- A. I can say what clothes I normally wear for certain activities.
- B. I can say what clothes I typically wear in different seasons.
- C. I can tell where I like to go shopping.
- D. I can tell my favorite designers.

**3. I can give information about clothing and fashion.**

- A. I can ask what size clothing items are.
- B. I can say what size I wear in America and in Europe.
- C. I can ask what something costs and if it is on sale.
- D. I can ask for colors and style of clothing items.
- E. I can ask friend or salesperson an opinion about a clothing item.
- F. I can greet salesperson, say thank you for your help, and have a nice day.

**4. I can describe articles of clothing.**

- a. I can tell the color, size, and style of clothes and accessories.
- b. I can describe current trends.
- c. I can give compliments about clothing items or an outfit.

**5. In my own and the Italian culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective.**

**6. In my own and the Italian culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.**

**Resources**

**Core Text:**

**Super Ciao a Tutti (Studio Arcobaleno)**

**Suggested Resources:**

Quizlet, Quizziz, Edpuzzle

Youtube channels

Flipgrid

**Suggested Resources:**

<http://www.languageguide.org/italian/> : Has vocabulary in Italian for many pictorial topics

<http://www.onlineitalianclub.com>: Has authentic listening, speaking, and reading texts and exercises to practice

skills. Also, “easy readers” for different levels of Italian are available as well as “easynews” written for beginners about current events.

Suggested Readers: Povera Anna, Blaine Ray

Brandon Brown Dice La Verità, Fluency Matters

## UNIT 3: La Salute e Benessere/ Healthy Lifestyle and Quality of Life

### Summary and Rationale

Eating healthy is crucial for good quality of life. During this unit, students will identify healthy lifestyle choices, by reflecting on their eating habits and compare it to the Italian philosophy about food. Students will examine the Mediterranean Diet, which is a diet followed by many Italians and southern Europeans, and will appreciate its merits as a healthy and sustainable approach to eating. Food and meals not only provide sustenance, but also bring families together, especially during important holidays and special occasions.

### Recommended Pacing

45 days

### State Standards

#### Standard 7.1 World Languages:

##### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

##### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS– WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests. The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-

08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

	<b>Performance Expectations</b>
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using

	contextualized culturally authentic materials on global issues, including climate change.	
<b>Intercultural Statements</b>	<b>Possible topics</b>	
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.	
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.	

<p><b>Interpersonal Mode of Communication:</b> Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p><b>Core Idea:</b> Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>		
	<b>Performance Expectations</b>	
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.	
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.	
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change	
<b>Intercultural statements</b>	<b>Possible Topics</b>	
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values,	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.	

beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p><b>Presentational Mode of Communication:</b> Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p> <p><b>Core Idea:</b> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
	<b>Performance Expectations</b>
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>Intercultural Statements</b>	<b>Possible Topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

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<b>Instructional Focus</b>
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| <b>Unit Enduring Understandings</b>   |
| <ul style="list-style-type: none"> <li>● Food consumption plays a pivotal role in the economy and the health of individuals.</li> <li>● Foods and meals, in addition to sustaining life, also have many functions in society, such as human bonding.</li> <li>● Cultural factors influence eating habits and local food supply conditions.</li> <li>● Dietary choices are complex decisions that have a significant environmental and social impact.</li> <li>● Italian cuisine is varied and diverse, reflecting the region and resources.</li> <li>● When visiting restaurants in Italy, there is appropriate etiquette to order food and beverages.</li> <li>● Italians have their own traditions and regional cuisine, especially during important holidays and occasions.</li> </ul> |

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| <b>Unit Essential Questions</b>   |
| <ul style="list-style-type: none"> <li>● How does my culture influence the foods I eat?</li> <li>● What determines if foods are healthy/unhealthy?</li> <li>● How does society and culture influence typical meal times?</li> <li>● What are your dietary needs/restrictions?</li> <li>● What are traditional foods in the U.S. culture and the Italian culture?</li> <li>● What misconceptions do Americans have about Italian cuisine?</li> <li>● How are restaurant experiences similar and different in the USA and Italy?</li> <li>● Why is food so important in Italian culture, especially during important holidays and special occasions?</li> </ul> |

<b>Objectives</b>
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| <b>Students will know:</b>   |
| <p><b>1. Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Food groups and nutrients:</b> <i>Cibi e Sostanze Nutrienti: i carboidrati: il pane, la pasta, il riso; i latticini: il latte, il formaggio, la mozzarella; la carne/la proteina: il manzo, il pollo, il tacchino, la bistecca, il pesce; le verdure/gli ortaggi: la carota, gli spinaci, i piselli, le patate, le melanzane, il pomodoro; la frutta: la mela, la banana, la pera, l'arancia, il melone, il cocomero, l'ananas, le fragole, i mirtilli, la lampone, il limone; i grassi: l'olio d'oliva, il burro.</i></li> <li>● <b>Meals:</b> <i>I pasti del giorno: la prima colazione, il pranzo, la cena, la merenda, lo spuntino</i></li> <li>● <b>Times of meals:</b> <i>alle due, all'uno e mezza del pomeriggio, alle otto di sera, alle sette di mattina</i></li> <li>● <b>Courses in a meal/menu:</b> <i>l'aperitivo, l'antipasto, il primo, il secondo, il contorno, la frutta, il dolce/dessert, il caffè</i></li> <li>● <b>Beverages:</b> <i>Le bevande/le bibite: l'acqua, l'acqua gassata/senza gas/minerale/liscia, il latte, il caffè, il cappuccino, l'espresso, il succo di frutta, succo d'arancia, l'aranciata, il vino rosso/bianco, la birra, con ghiaccio/senza ghiaccio</i></li> <li>● <b>Health and wellness:</b> <i>la salute e benessere, stile di vita, biologico, la proteina, il calcio, le vitamine, i minerali</i></li> <li>● <b>Different types of eateries:</b> <i>il ristorante, la pizzeria, la trattoria, il paninoteca, il bar, il pub. l'osteria</i></li> </ul> |

- **Terminology in eateries:** *la cucina, la tavola, il coperto, il conto, mangiare fuori/all'aperto, la cassa, la mancia, lo scontrino, il barista, l'apetito, la specialità*
- **Typical Italian dishes:** *il panino, la bruschetta, l'insalata caprese, la zuppa, le lasagne, gli gnocchi, i tortellini, la pasta col sugo di Pomodoro, il pollo alla parmigiana, la pizza margherita, i biscotti, il gelato, la torta (es. Il tiramisù).*
- **Setting a table:** *apparecchiare la tavola, il bicchiere, il piatto, le posate: il coltello, la forchetta, il cucchiaino, il tovagliolo, la ciotola, la tazza, il piattino.*
- **Recipe terminology:** *la ricetta, l'ingredienti, la procedura, mescolare, misurare, cucinare, bollire, arrostitire, tagliare, aggiungere, mettere, pizzico di sale, pepe*
- **Units of Measurement:** *chili, chilogrammi, tazza, etto, oncie, libbre, litri*
- **Verbs in present and past tense:** *mangiare, bere, andare, uscire, ordinare, prendere, dare, portare, dire, domandare, offrire, piacere, preferire, preparare, pranzare, cenare, fare colazione, cucinare, essere, avere, prenotare, volere, desiderare.*
- **Ordering Food/Shopping:** *Vorrei, Prendo, Per me, Posso avere, da portare via...prego, grazie, Il Conto, per favore, Cosa vuoi da mangiare/bere? Mi dica, Vuoi qualcos'altro, Arriva subito, Quanto costa/Quant'è,*
- **Adjectives describing food:** *buono/cattivo, salato, dolce, aspro, piccante, sano, squisito, delizioso, alla griglia, al forno, fritto, alla Milanese, bollito, alla carbonara, alla Bolognese/al ragù*
- **Holidays/Special Occasions:** *Le Feste: Il Natale, La Pasqua, il compleanno, l'onomastico, la Festa di San Giuseppe, il Ferragosto, il Carnevale.*

## 2. Grammar

- *Passato Prossimo of regular verbs with avere/essere as auxiliary verb*
- *Passato Prossimo of irregular verbs (bere, scrivere, leggere, scrivere, prendere, ridere, essere, vedere, sedersi)*
- *Dovere/volere/potere*
- *Piace/piacciono, Costa/costano*
- *Use of "il partitivo"...alcune/i Qualche Un po' di Di+ article*
- *Double negatives: non...nessuno, non...mai*
- *Adjectives: buono and its variations, cattivo, male*
- *Adverbs of time: adesso, dopo, non più, di solito, poi, presto, prima, qualche volta, subito, frequentemente, tardi, raramente, lentamente, già, mai, spesso, ancora*
- *Adverbs of location: avverbi di luogo- al ristorante, al bar, alla pizzeria, sotto, sopra, destra, sinistra, dentro, fuori, sù, giù, nel centro,*
- *Le preposizioni articolate*
- *Identifying the Imperative in recipes – L'Imperativo*

## 3. Culture

- *Italian cuisine is beloved throughout the world*
- *Italians traditionally enjoy dining together with their families, especially their main meal "il pranzo"*
- *Every region in Italy has their specialty – es. L'Emilia-Romagna: il parmigiano, il prosciutto, il salame, la mortadella, I tortellini. La Toscana: I vini, specialmente il Chianti. La Sicilia: I dolci come I cannoli*
- *Napoli – the birthplace of the "Pizza Margherita"*



- *Many Italians follow a Mediterranean Diet which is a diet that is rich in fresh fruits and vegetables as well as lean protein, such as fish and legumes, as well as healthy fats, such as olive oil.*
- *Italians mainly buy local or organic products on the market, or directly from the producer.*
- *The Italian diet, which is low on meat consumption, has one of the lowest value of pollutants, energy consumption, and carbon footprint per household.*

**Students will be able to:**

**1. I can understand information about food and health.**

- A. I can understand when I hear someone talk about food and health.
- B. I can understand when someone describes what is in a meal.
- C. I can interpret a menu to make choices.
- D. I can interpret an advertisement related to food and dining.
- E. I can listen to information in a news story, podcast, or ad about food or health.
- F. I can understand and follow a recipe in Italian.

**2. I can tell someone my diet preferences and healthy food choices**

- A. I can discuss my diet with others.
- B. I can converse with my peers and others about foods that I like and dislike.
- C. I can ask for/order food in a restaurant.
- D. I can ask for information related to food.
- E. I can talk with others about a restaurant experience.
- F. I can ask for the bill/check in a restaurant.

**3. I can give information about food and healthy choices.**

- A. I can tell why a food/dish is healthy.
- B. I can describe dietary needs and/or restrictions.
- C. I can write a menu and include appropriate costs.
- D. I can write a review for an eatery.
- E. I can write about what I typically eat for different holidays.

**4. I can describe food and meals.**

- a. I can describe what foods taste like.
- b. I can describe the Mediterranean diet and why it is healthy .
- c. I can describe typical Italian eating habits and regional dishes.
- d. I can give my preferences and recommendations of what to order in a restaurant.

**5.** In my own and the Italian culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective.

**6.** In my own and the Italian culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

**Resources**

**Core Text:**

**Super Ciao a Tutti (Studio Arcobaleno)**

**Suggested Resources:**

Quizlet, Quizziz, Edpuzzle

Youtube channels

Flipgrid

**Suggested Resources:**

<http://www.languageguide.org/italian/> : Has vocabulary in Italian for many pictorial topics

<http://www.onlineitalianclub.com>: Has authentic listening, speaking, and reading texts and exercises to practice skills. Also, “easy readers” for different levels of Italian are available as well as “easynews” written for beginners about current events.

Suggested Readers: Povera Anna, Blaine Ray

Brandon Brown Dice La Verità, Fluency Matters

## UNIT 4: Le Vacanze/ Going Places – An Unforgettable Trip

### Summary and Rationale

In this Unit, students reflect on vacations and how taking this relaxation time is important in maintaining a healthy lifestyle. Italians especially view it as an essential part of life. In fact, the Italian worker typically receives a 4-6 week vacation in comparison to the American worker who receives 2 -3 weeks. The Italian phrase “La Dolce Vita” speaks about enjoying the pleasures of life. One way to live “La Dolce Vita” is by experiencing beautiful destinations, such as the historical sites in Rome, art museums in Florence, a gondola ride in Venice, the scenic beaches in the Amalfi coast, and the Dolomites in the Italian Alps.

### Recommended Pacing

45 days

### State Standards

#### Standard 7.1 World Languages:

##### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

##### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS– WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests. The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-

08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

	<b>Performance Expectations</b>
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<b>Intercultural Statements</b>	<b>Possible topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p><b>Interpersonal Mode of Communication:</b> Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p><b>Core Idea:</b> Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
	<b>Performance Expectations</b>
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
<b>Intercultural statements</b>	<b>Possible Topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values,	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p><b>Presentational Mode of Communication:</b> Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p> <p><b>Core Idea:</b> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
	<b>Performance Expectations</b>
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>Intercultural Statements</b>	<b>Possible Topics</b>
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

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<b>Instructional Focus</b>
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| <b>Unit Enduring Understandings</b>  |
| <ul style="list-style-type: none"> <li>● People need relaxation time – time to unwind and recharge batteries.</li> <li>● Summer is a popular time to vacation for both Americans and Italians.</li> <li>● Travel can provide opportunities to experience other cultures thereby expanding one’s perspectives.</li> <li>● How one vacations is a personal choice dictated by economic means as well as cultural norms.</li> </ul> |

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| <b>Unit Essential Questions</b>   |
| <ul style="list-style-type: none"> <li>● How does travel enrich our lives / expand our horizons?</li> <li>● Why do you travel?</li> <li>● What influences where you go on vacation?</li> <li>● What are similarities and differences between what Americans and Italians do while on vacation?</li> <li>● What are the benefits of knowing different geographical and environmental features in Italy and Europe?</li> <li>● Why travel to Italy? How do I use the Italian language while traveling?</li> <li>● How do I interact appropriately in situations encountered in travel?</li> <li>● How do I get around in the target culture?</li> </ul> |

<b>Objectives</b>
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| <b>Students will know:</b>   |
| <p><b>1. Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Vacations/Holidays:</b> <i>la festa, le ferie, le vacanze, il viaggio, la gita, la settimana bianca, fare il ponte, il Ferragosto, la Pasqua, Il Natale, la sagra, viaggio di nozze/miele.</i></li> <li>● <b>Travel-specific items:</b> <i>il mio passaporto, il documento, il modulo, il biglietto, la biglietteria, il prezzo, la valigia/il bagaglio/il bagaglio a mano, la destinazione, la disponibilità, le informazioni, il programma, il dépliant, lo sciopero, le spese di viaggio, il cambio dei soldi (dollari a Euro)</i></li> <li>● <b>Modes of Transportation:</b> <i>mezzi di trasporto – in automobile/macchina, in treno, in aereo, in crociera/la nave, il pullman, l’autocorriera/l’autobus, il taxi, la metropolitana</i></li> <li>● <b>At the Train Station:</b> <i>Alla stazione ferroviaria- il treno, l’arrivo, l’andata e ritorno, il biglietto, la prima/seconda classe, la coincidenza, la partenza, il/la passeggero/a, la carrozza, il posto, il binario</i></li> <li>● <b>At the Airport:</b> <i>All’aeroporto – la linea aerea, l’accettazione, l’atterraggio, la carta d’imbarco, la cintura di sicurezza, la dogana, la tappa, a bordo, il volo, l’entrata, l’uscita, il pilota</i></li> <li>● <b>Activities related to travel:</b> <i>viaggiare, visitare, fare una prenotazione/prenotare, noleggiare, pernottare, consegnare, decollare, imbarcare, passare la dogana, volare, proseguire per...essere in orario/in ritardo, perdere il treno, timbrare il biglietto, fare la valigia, celebrare/festeggiare, trascorrere le vacanze, riposarsi, sedersi, fermare, aspettare, arrivare, fermare, scendere, salire.</i></li> <li>● <b>Adjectives describing travel:</b> <i>festivo, stupendo, economico, divertente, noioso, comodo, affollato, lento, rapido, magnifico, scorso, sicuro.</i></li> <li>● <b>Travel destinations:</b> <i>al mare, in campagna, in montagna, alla spiaggia/in spiaggia, al mare, alle terme, al centro benessere, al parco di divertimenti, al museo,</i></li> <li>● <b>Famous Italian destinations:</b> <i>Le città famose -Roma, Firenze, Bologna, Venezia, le belle spiagge della Costa Amalfitana, della Sicilia/Sardegna, I bei laghi di Como e Garda, le Alpi italiane, il centro, la piazza</i></li> </ul> |

- **Time/Time Zones:** *L'ora/I fusi orari, in orario/in ritardo, Sono le due in punto, in anticipo, Alle tre del mattino, verso...*
- **Accommodations/lodgings:** *L'albergo, una camera doppia/singola, un letto matrimoniale, connessione internet, Il riscaldamento/l'aria condizionata, gli asciugamani, vista sul mare, la cassaforte, la pensione, con mezza pensione, con pensione completa, l'ostello, la tariffa/I prezzi, una camera in affitto, il campeggio, l'agri-turismo*
- **Expressions associated when traveling:** *Mi scusi/scusino, grazie/prego, qualcosa da dichiarare, vietato fumare, mi può aiutare? Vorrei prenotare...Mi scusi, dov'è...? Buon viaggio! Quanto costa un Euro oggi? Ecco! Ci sono.. C'è... Pronti? Tutto apposto?*

## 2. Grammar

- *Passato Prossimo: con avere/con essere (regular and irregular verbs)*
- *Prepositions of location: a, in, da, di, per*
- *Articulated Prepositions: alla, nella, dalla and its variations*
- *L'Imperativo/L'Imperativo Negativo: Andiamo! Andiamo via! Non Andiamo via! Alzati! Divertitevi! Si sieda.*
- *Formal/Informal: Mi scusi/Scusa, prego, Mi dica..*
- *Expressions with fare: fare la valigia, fare il biglietto, fare la foto, fare il check-in, fare la dogana, fare una prenotazione, fare un applauso*
- *Expressions with avere: avere sonno, avere fame/sete, avere fretta, avere bisogno di...*
- *Adverbs: accanto, davanti, dentro, diritto, sopra,sotto, subito*

## 3. Culture

- *Italians value their time off from work to relax, spend time with family and friends.*
- *Many Italians have 4-6 week vacations annually and they are known to use it.*
- *August is a popular month for Italians to go on vacation. In fact, the whole country slows down because many businesses slow down or even close during this hot month.*
- *Favorite travel destinations for Italians are their beautiful beaches, lakes and scenic mountains. Some choose "adventures to far away" places, as well.*
- *Getting around by train is a popular way for Italians to reach their vacation destination. The new "Frecciarossa Trains" are comfortable,high-speed, and affordable, and connect you to various Italian cities. There is also the "Eurorail" which connects you to different European countries.*

### Students will be able to:

#### 1. I can understand information about travel and vacation.

- I can follow a conversation when individuals talk about their vacations.
- I can understand the main idea and details of a travel itinerary.
- I can understand different travel related signs.
- I can understand when someone talks about activities they enjoy doing on vacation.
- I can understand the main idea & many details in a travel show, commercial, website.
- I can understand information I find on an Internet travel site and travel magazines.
- I can understand differences in currency rates.



**2. I can tell someone about my travel plans and/or past vacations.**

- A. I can ask and answer questions about basic travel and transportation needs (directions, supplies, food).
- B. I can make a reservation (restaurant, tour, hotel).
- C. I can express my reactions and emotions to others about my travels.
- D. I can ask and answer questions to make purchases.
- E. I can solve simple problems I encounter while traveling.

**3. I can give information about travel and vacation.**

- A. I can describe in detail where to travel and what to do/see /visit/buy/eat there.
- B. I can describe in detail my ideal vacation.
- C. I can describe activities from a vacation.
- D. I can describe a recent activity or trip, where I went, with whom I went, and activities I did.
- E. I can describe what I bring when I travel.

**4. I can express my opinion about travelling and vacations.**

- a. I can describe and express my opinion about where to travel and what to do/see there.
- b. I can compare two travel destinations.
- c. I can post about activities from a vacation.
- d. I can compare typical Italian vacations to typical American vacations.

**5.** In my own and the Italian culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective.

**6.** In my own and the Italian culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

## Resources

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