



# PISCATAWAY TOWNSHIP SCHOOLS

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**Content Area:** Italian 3  
**Grade Span:** 9-12  
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**Approval date:** August 2021

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## **Piscataway Township Schools**

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## COURSE OVERVIEW

### Description

This course is designed for students who have successfully completed Italian 2, and continues the development of communication skills in the three modes of communication: interpretive, interpersonal and presentational as well as interculturality. This course, designed to meet the needs of all learners (grades 9-12), completely immerses students in the language and culture. All communication skills are emphasized with a focus on authentic real-life, real-world context. Instruction aims to make the students feel more comfortable in their oral communication and give them the confidence to become more self-sufficient over time. Students learn about the cultures of the language they are studying and are able to understand similarities and differences between their own culture and the target language culture.

The target proficiency level for this course is Intermediate-Low 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 Climate Change-the Environment, 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 Italian 3 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 an understanding and appreciation of the diversity of the Italian culture, preparing them to be independent and global citizens.

### 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 (NJSL-S-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 (NJSL-S-WL, 2020) This course will address an even development of the three modes of communication and interculturality as a means by which to not only develop Intermediate-Low proficiency but also the ACTFL Core Ideas and Practices:*

- 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.

*Students will also be able to:*

- Use knowledge and language skills for functional and meaningful communication
- Gain knowledge of other cultural perspectives, practices and products

- Connect the study of a World Language to experiences in other curricular areas as well as personal interests
- Compare the target language and culture with their own language and culture
- Use the language and apply learning to the world beyond the classroom

### Scope and Sequence

Unit	Topic	Length
1	A Day in My Life/Una Giornata Tipica	22 days
2	Memories and Experiences/Ti ricordi quando...	22 days
3	Global Challenges - Caring for our Environment /Proteggere il pianeta	22 days
4	The Creative Spirit/Lo Spirito Creativo	22 days

### Resources

**Core Text:**

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

Virtual and Online Materials from a Grant provided by IACE from Studio Arcobaleno.

**Suggested Resources:**

Quizlet, Quizziz, Edpuzzle

Youtube channels

Flipgrid

Extempore

**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: Easy Readers from [www.onlineitalianclub.com](http://www.onlineitalianclub.com) such as the following:

**I Promessi Sposi** di Alessandro Manzoni (classic Italian novel re-written for beginners)

**Ladri di Biciclette** di Vittorio de Sica (story from a classic Oscar-winning Italian film)

Suggested Film: **Ladri di Biciclette**

## UNIT 1: A Day in My Life/Una Giornata Tipica

### Summary and Rationale

Students reflect on what makes them a unique and valued member of their community by describing personal characteristics and interpersonal relationships. In this unit, students talk about their daily routine, their preferences, their activities, and their responsibilities. They will compare and contrast their “daily lives” with their peers’ “daily lives” from the target culture. Students will be able to communicate with peers and the teacher in the target language inside and outside of the classroom about their responsibilities and their role in the community.

### Recommended Pacing

22 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:**

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

**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.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

<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, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own

	cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
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<b>Interpersonal Mode of Communication:</b>	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.	
<b>Core Idea:</b> Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	
	<b>Performance Expectations</b>
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
<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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language

	regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
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<b>Presentational Mode of Communication:</b>	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
<b>Core Idea:</b> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	
	<b>Performance Expectations</b>
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities in a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>

- As adolescents we begin to define ourselves.
- Our talents, our interests, and our daily routines help define who we are.
- Comparing my daily life to peers in the target countries' daily lives offers different perspectives.
- The importance of becoming a global citizen.
- Examining and sharing our identities is a way to build relationships in class and community.

### Unit Essential Questions

- How do I see myself? How do others see me?
- What are the various factors that shape our identity?
- How do I relate or connect to people from other cultures?
- How can I use my language skills to relate to other groups in my community in a culturally appropriate manner?
- What is my role in my family and my community?

### Objectives

#### Students will know:

#### 1. Vocabulary

- **My personal information:** *età, l'identità: maschile, femminile, altro, la mia scuola, l'anno di scuola, la mia famiglia, la mia nazionalità, il mio compleanno, I miei amici*
- **Descriptions of me (physical descriptions and personality traits):** *statura- altezza, capelli/occhi, biondo/bruno/capelli rossi, calvo, giovane, anziano, bello, carino, sportivo, pigro, simpatico, antipatico, generoso, socievole, estroverso, bello, bruno, medio romantico, brutto, pessimista, cattivo, castano, orgoglioso, grasso, intelligente, riccio, magro, robusto, debole, timido, calmo, biondo, educato, corto, in gamba, basso, introverso, carino, maleducato, forte, lungo, ottimista, pazzo, pigro, alto, serio, vivace, liscio, ondulato.*
- **Daily routines:** *alzarsi, svegliarsi, vestirsi, mettersi, prepararsi, farsi la doccia, addormentarsi, ricordarsi, dimenticarsi, fare colazione, fare sport, allenarsi, pranzare, cenare.*
- **Leisure activities:** *guardare la TV, navigare su Internet, giocare ai videogiochi, giocare agli sport, suonare uno strumento, andare al cinema, uscire con gli amici, andare al mare/la spiaggia*
- **Daily activities:** *Che fai durante il giorno? Che ti piace fare? andare a trovare, annoiarsi, arrabbiarsi, assomigliare / somigliare, divertirsi, frequentare, riunirsi, scaricare musica/film, trovarsi con gli amici.*
- **Numbers:** *da zero fino a mille*
- **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*
- **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*
- **How to express likes/dislikes/preferences:** *Mi piace/non mi piace... lo preferisco ... (non) Mi interessa, (non) M'importa, (non) Mi affascina, (non) Mi manca, (non) Mi basta, Che noia! Come no!/Ma sicuro!/Certo! È divertente. È emozionante. Faccio il tifo per... (sport)/Tifo per... Impazzisco per.../*



*Vado matto/a per... Mi da fastidio Non sopporto... Per me fa lo stesso. Per me è uguale.  
Sicuramente/Certamente Sono stanco/a = stufo/a di...*

## 2. Grammar

- **Question words:** *Chi? Che/che cosa? Quando? Dove? Perché? Quanto? Come?*
- **Adjective agreement :** *gender and number agreement, adjective placement*
- **the use of the relative pronouns chi, che, cui, the relative pronoun cui with articles and prepositions**
- **the use of the suffixes -ino, -ano, -accio**
- **The verb fare and idiomatic expressions**
- **The verb andare/uscire and the near future**
- **Reflexive verbs / Reciprocal verbs**
- **Presente e passato prossimo**

## 3. Culture:

In Italy, as in many parts of the world, social structures and norms have changed dramatically over the last 50 years. The stereotype of the large Italian family is no longer true –and hasn't been for quite a while, now– as Italy now has one of the lowest birth rates in the world. This is due in large part to changing role of women from working inside the home to working outside the home. Today, Italians hesitate to have children and most of the population's growth is due to the large numbers of immigrants entering the country each year. The arrival of new cultures and traditions are transforming Italy into a more multicultural and diverse society.

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

#### 1. I can understand basic information regarding introductions and descriptions.

- A. I can understand basic questions or statements exchanged during a video conference, e-mail, twitter exchange, text conversation.
- B. I can understand questions about free-time activities.
- C. I can understand a conversation between two friends discussing what they did last weekend.

#### 2. I can exchange information about me and my preferences, using sentences, occasionally some supporting details and follow-up questions.

- A. I can describe my physical self and personality traits.
- B. I can describe my school and my home.
- C. I can exchange information about the types of music and movies people prefer.
- D. I can exchange information about daily routines, chores and house rules.

#### 3. I can present information regarding basic introductions, using sentences, sentence strings and occasionally some supporting details.

- A. I can write a description of the physical appearance and personality of a friend or family member.
- B. I can write about my role in my family and my community.
- C. I can write about my daily routine, what I want or need to do on a particular day.
- D. I can develop a simple survey for my peers, about daily routines, leisure activities.

**4. I can make comparisons in my own and the Italian culture.**

- A. I can make simple comparisons of a variety of people, including friends and family members.
- B. I can present a comparison between the roles of family members in my own and other cultures.
- C. I can identify common stereotypes in both cultures.
- D. In my own and other cultures I can compare how attitudes toward informality and formality in relationships affect behavior and language. In my interactions I can use appropriate greeting and leave taking gestures and behaviors in familiar informal and formal situations.
- E. In my own and other cultures I can compare how and why the options for sports and leisure activities vary depending on cultural attitudes.

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:**

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## UNIT 2: Memories and Experiences/Ti ricordi quando...

### Summary and Rationale

Memories and experiences shape who we are today, as well as who we will be in the future. In this Unit students explore the ways in which memory affects our lives. First they consider how one person's memories might help to ensure the very survival of his/her culture. Then students investigate the ways in which memory connects with other aspects of human society, from history and geography to food and science. Students will also compare and contrast Italian customs, practices, and traditions to those of the United States.

### Recommended Pacing

22 days

### State Standards

#### Standard 7.1 World Languages:

##### Vision

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- 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.

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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:**

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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.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
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<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, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own

	cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<p><b>Interpersonal Mode of Communication:</b>  Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.</p> <p><b>Core Idea:</b> Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
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7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
<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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language

	regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<p><b>Presentational Mode of Communication:</b> Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
	<b>Performance Expectations</b>
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities in a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	

- My personal experiences or events, shape my today and tomorrow.
- Our memories tell of our traditions and customs.
- Traditions and customs often evolve over time.

### Unit Essential Questions

- What are the special memories of childhood?
- What traditions and customs do I hold dear?
- What were my favorite pastimes as a child?
- How have I changed and evolved?
- To what extent does the past shape who we are today?

### Objectives

#### Students will know:

##### 1. Vocabulary

- **Family vocab. cont.:** *La Famiglia, I Parenti, il padrino/la madrina, il figlioccio/la figlioccia, il compare/la comare, lo sposo/la sposa, i vicini, i parenti, i grandi/i piccolo, il neonato/ la neonata, il bambino/la bambina, tutti ≠ nessuno.*
- **Phases of Life:** *l'infanzia,, il bambino, il neonato, l'adolescenza, la gioventù, il giovanotto, la vita adulta, l'anziano, la vecchiaia.*
- **States of being:** *nascere, morire, crescere, vivere, compiere gli anni, conoscere ...ricordi, esperienze.*
- **Descriptions childhood feelings/emotions:** *amare, adorare, abbracciare, adorare, avere nostalgia di, baciare, odiare, sognare, indimenticabile, meraviglioso, pericoloso, straordinario, arrabbiato, commosso, commovente, confuse, depresso, emozionante, eccitato, nostalgico, incredibile, sentimentale, Come eri da bambino/a? Ero... biricchino/a, curioso/a, furbo ≠ ingenuo/a, pauroso/a, sensibile, sfacciato/a, tranquillo/a, vivace ≠ calmo/a, viziato/a.*
- **Toys and games from childhood:** *Con che giocavi? Giocavo con... le bambole, l'orsacchiotto, i giocattoli, le biglie, i soldatini, le macchinine, il trenino, i lego.*
- **Time Expressions:** *Espressioni del passato: la prima volta, quando io avevo # anni..., a # anni..., da bambino/a, durante l'infanzia/la gioventù, mentre, c'era/c'erano, generalmente/di solito.*
- **Holidays and Traditions:** *le ferie, gli auguri, il bagaglio, la festa, I fuochi d'artificio, la sagra, la settimana Bianca, il viaggio, celebrare, festeggiare, trascorrere le vacanze, il Natale, la Pasqua, l'onomastico, il giorno dei santi, Ferragosto, la Befana, Capodanno, le superstizioni.*
- **Childhood Activities:** *Cosa facevi da bambino/a? andare in colonia, andare in triciclo, arrampicarsi sugli alberi, bisticciare con mio fratello/ con il mio fratellino, colorare, comportarsi bene/male, dire barzellette, dire bugie ≠ dire la verità, divertirsi, dormire con la luce accesa, fare la collezione di ... , frequentare l'asilo nido, obbedire, piangere, ridere, saltare la corda, vedere i cartoni animati, vedere i fuochi d'artificio, andare al parco giochi, andare sull'altalena/sul dondolo, far volare un aquiline, fare i castelli di sabbia/un pupazzo di neve, giocare a nascondino.*
- **Weather:** *Che tempo faceva? faceva bel/cattivo tempo, faceva caldo/freddo/fresco, c'era il sole/il ghiaccio/la nebbia/il cielo sereno, tirava vento, c'erano i tuoni/tuonava, c'erano i fulmini/lampeggiava, era nuvoloso, piovigginava, pioveva, nevicava, grandinava.*
- **Numbers:** *1-1,000,000*
- **Vocabulary for likes and dislikes:** *Mi piaceva, lo preferivo, Mi interessava, Mi affascina.*
- **Vocabulary for agreeing and disagreeing:** *Anche a me piaceva...A me non piaceva...*

## 2. Grammar

- The use of the imperfect tense (*imperfetto*)
- The use of the imperfect and the past tense (*passato prossimo*)
- The use of *stare + gerundio* (present) in a given context
- The use of the imperfect tense (*imperfetto*) in relation to the present tense (*mentre, quando, ecc...*)
- *Connettivi*: *affinché, perché, perciò, tuttavia*
- Direct Object Pronouns/Indirect Object Pronouns/Double Object Pronouns

## 3. Culture

*Italy has one of the oldest civilizations and is thereby deeply rooted in its traditions and customs. By examining one's past experiences, one gains valuable information about its people and its culture. They say that the past impacts the present, so it is a worthwhile exercise to look back in order to jump ahead. Furthermore, recounting past traditions, holidays, and events will help keep them alive. Italy's rich history tells of a diverse and fascinating culture full of traditions and customs Italians still follow today.*

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

- 1. I can understand information about memories and experiences.**
  - A. I can understand when I hear someone talk about a memory or experience.
  - B. I can understand a speaker's description of how his/her family celebrates a holiday.
  - C. I can understand when I read about childhood and nostalgia.
  - D. I can understand when I view or listen to information about childhood memories.
- 2. I can tell a simple story about a childhood memory or a recent family trip or event, using sentences, occasionally some supporting details and follow-up questions.**
  - A. I can exchange information in an online forum about how I celebrate my national holiday.
  - B. I can talk and ask about an experience related to my hobbies or activities.
  - C. I can present a brief outline of a current or past event.
  - D. I can tell a simple story about a recent project I did.
  - E. I can when expressing viewpoints, give reasons to support the claims.
- 3. I can write a simple story about a recent trip, project or childhood memory, using sentences, sentence strings and occasionally some supporting details.**
  - A. I can write about an experience related to my lifestyle or interests for a discussion board posting.
  - B. I can write a short autobiographical statement for a competitive application for a study abroad program or job.
  - C. I can write an email or memo to explain or clarify something that has happened or will happen.
  - D. I can write about events that took place at school, in a workplace, or in a place I have visited.
  - E. I can provide a simple description of a field trip or work experience in an effort to persuade others to participate in the future.
  - F. I can briefly summarize or retell a story. I can give a description of a place I have visited or want to visit.



G. I can when expressing viewpoints, give reasons to support the claims.

4. **I can make comparisons in my own and the Italian culture.**

- A. I can engage in short conversations (written/oral) with my pen-pal regarding childhood experiences.
- B. In my own and other cultures I can identify and compare the values expressed by the ways people celebrate holidays or festivals.
- C. I can use technology to communicate with peers in the target culture.
- D. I can compare and contrast past and present Italian customs, traditions, and lifestyles, drawing connections to those in the United States.

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)

**Virtual and Online Materials from a Grant provided by IACE from Studio Arcobaleno.**

**Suggested Resources:**

Quizlet, Quizziz, Edpuzzle

Youtube channels

Flipgrid

Extempore

**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: Easy Readers from [www.onlineitalianclub.com](http://www.onlineitalianclub.com) such as the following:

**I Promessi Sposi** di Alessandro Manzoni (classic Italian novel re-written for beginners)

**Ladri di Biciclette** di Vittorio de Sica (story from a classic Oscar-winning Italian film)

**UNIT 3: Global Challenges - Caring for our Environment /Proteggere il pianeta**

**Summary and Rationale**

In this unit students will learn to talk about defending the environment and be able to express individually what they do to protect the environment. They will learn about ecological initiatives in effect in Italy and be able to compare recycling initiatives practiced in Italy to their own. They will also learn about traveling in Italy by car, the traffic and the Italian driver’s license. In addition, students will learn some customs and cultural practices of different regions in Italy, two in particular Abruzzo and Molise.

**Recommended Pacing**

22 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:**

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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

**Performance Expectations**

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

**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, technology, climate, immigration, population, fine and practical arts.

Learners recognize and identify a few typical practices of the target culture.

Community life in the target language regions of the world and in the students’ own cultures, possible impact

	<p>of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).</p>
<p><b>Interpersonal Mode of Communication:</b>  Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.</p> <p><b>Core Idea:</b> Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
	<p><b>Performance Expectations</b></p>
<p>7.1.IL.IPERS.1</p>	<p>Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p>
<p>7.1.IL.IPERS.2</p>	<p>Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p>
<p>7.1.IL.IPERS.3</p>	<p>Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p>
<p>7.1.IL.IPERS.4</p>	<p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>
<p>7.1.IL.IPERS.5</p>	<p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>
<p>7.1.IL.IPERS.6</p>	<p>Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p>
<p><b>Intercultural statements</b></p>	<p><b>Possible Topics</b></p>
<p>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.</p>	<p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Geographical locations and features and their bearing on the life style of target language societies, actions of</p>

	<p>an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.</p>
<p><b>Presentational Mode of Communication:</b>  Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
	<p><b>Performance Expectations</b></p>
<p>7.1.IL.PRSNT.1</p>	<p>Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p>
<p>7.1.IL.PRSNT.2</p>	<p>Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p>
<p>7.1.IL.PRSNT.3</p>	<p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p>
<p>7.1.IL.PRSNT.4</p>	<p>Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p>
<p>7.1.IL.PRSNT.5</p>	<p>Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>
<p><b>Intercultural Statements</b></p>	<p><b>Possible Topics</b></p>
<p>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.</p>	<p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities in a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.</p>

## Instructional Focus

### Unit Enduring Understandings

- There are expressions used to talk about the traffic, environment and recyclable materials.
- There are initiatives in place that you could practice to help protect the environment.
- In certain periods during the year Italians walk, go by bicycle or use public means of transportation on Sundays instead of driving their cars; Italians have also adopted the practice of minimizing traffic by having cars with the last digit being even on the license plate drive on certain days and on other days cars with the last digit being uneven on the license plate may drive.
- There are various containers to dispose of recyclable materials.
- There are many ad campaigns in Italy to encourage the public to recycle.
- In many Italian schools there are educational programs to promote a clean and protected environment.
- One may obtain a driver's license in Italy at the age of 18 to drive a car and at the age of 16 to drive a moped; to obtain a driver's license one must pass a written and driving exam; There is aggressive and chaotic traffic in the bigger cities; some driving rules are different in Italy than in the United States; driving by car is very expensive, a common characteristic of Italian traffic is the use of the motorino; the only type of gas sold in Italy today is la benzina verde.
- Preserving and maintaining natural resources and natural reserves in different regions, such as the regions of Abruzzo and Molise, can boost the economy and create jobs.

### Unit Essential Questions

- How do I talk about traffic, the environment and recyclable materials?
- How do I talk about what I do to protect the environment?
- What are two ecological initiatives in effect in Italy to help protect the environment?
- What are the recycling initiatives practiced in Italy?
- At what age and how does one obtain a driver's license in Italy?
- What is a traffic rule that is different in Italy than in the United States?
- How is traveling by car in Italy and what is the traffic like in metropolitan cities?
- What type of gas is sold in Italy to reduce pollution?
- What are some customs and practices specific to the regions of Abruzzo and Molise?

### Objectives

#### Students will know:

##### 1. Vocabulary

- **Nature:** *la natura, la pianta, l'erba, l'albero, la valle, l'alba, la campagna, il campo, la cascata, la costa, il deserto, la fattoria, il fiore, il fiume, la montagna, l'oceano, il fiume, la pineta, il prato, il sentiero, il sole, il cielo, la luna, la stella, il tramonto, sorgere, tramontare, il clima, la foresta pluviale, le risorse naturali, lo strato d'ozono*
- **Animals and insects:** *gli animali e gli insetti: l'ape, la capra, il gabbiano, la pecora, la rondine, il toro, l'uccello, la mucca,*
- **Activities:** *le attività: esplorare, passare, remare, scalare, fare un picnic*
- **Protecting the environment:** *proteggere il pianeta: migliorare, preservare, proporre una soluzione, salvare il pianeta, sprecare, sviluppare, conservare, rispettare, salvare, scaricare*
- **Energy:** *energia: l'energia eolica, l'energia rinnovabile, l'energia solare, l'energia termica, la fabbrica, i rifiuti tossici*
- **Problems:** *I problemi: l'alluvione, la catastrofe, il degrado, il disboscamento, l'effetto serra, il pericolo, il riscaldamento globale, lo smog, la sovrappopolazione*

- **Solutions:** *le soluzioni: l'agricoltura biologica, l'ambientalismo, l'ambiente, la coscienza ambientale, l'ecologia, il governo, la legge, la macchina ibrida*
- **Recycling:** *Il riciclaggio : le bottiglie, il cartone, la lattina, il vetro, la carta, i giornali, i contenitori per il riciclaggio*
- **Transportation:** *I mezzi di trasporto: la metropolitana, il taxi, il motorino, l'automobile/la macchina, la macchina elettrica, il treno, il treno (la Freccia Rossa) , il traghetto, la barca, la bicicletta, l'autobus, a piedi.*

## 2. Grammar

- **The indicative tense:** *Espressioni impersonali (indicativo), è ovvio che... , è certo che... , è sicuro che... , è evidente che... , è chiaro che..., è vero che... , è logico che...*
- **Modal verbs dovere, volere, and potere** – used in present tense to soften the impact of a statement or request.
- **Possessive Pronouns** – express ownership (mine, yours, his, hers, its, ours, and theirs; they stand alone unlike possessive adjectives.
- **Si impersonale/Si passivante**
- **Imperativo**
- **Future Tense : Il Futuro Semplice**

## 3. Culture

*Protecting and caring for the environment is very important for the Italian people. They highly value having clean air and water, and an organic and nutritious food supply. In recent years, Italy has passed many environmental policies to promote eco-innovation and invest in green technology. They are pushing initiatives designed to reduce black carbon emissions, particularly in the transportation sector. In fact, in the last two decades, Italy has decreased their emissions consistently. This was accomplished by encouraging more public transportation, such as the newly revamped eco-friendly trains, controlling extreme traffic by enacting anti-smog interventions, embracing solar energy, and having separate waste collection for more effective recycling. As a member of the European Union, Italy strives to be a leader in incorporating green initiatives into its economic policies.*

**Students will be able to:**

- 1. I can understand information about the environment.**
  - A. I can understand some points of a lecture on a common environmental issue.
  - B. I can understand broadcasters discussing severe weather warnings.
  - C. I can understand expressions related to traffic, environment and recyclable materials.
  - D. I can understand common means of transportation characteristic of Italy.
  
- 2. I can exchange information about protecting the environment, using sentences, occasionally some supporting details and follow-up questions.**
  - A. I can discuss recycling initiatives practiced in Italy and compare to those of the United States
  - B. I can discuss eco-friendly transportation options.
  - C. I can exchange information to create a poster to promote recycling and the benefits of it.

- D. I can participate in a conversation with someone about ways to save energy
- E. I can collaborate online with my partner to identify ways to conserve water.
- F. I can exchange blog posts about environmental issues.
- G. I can exchange opinions on organic vs. non-organic food.
- H. I can outline positive and negative environmental practices.
- I. I can when expressing viewpoints, give reasons to support the claims.

**3. I can present information about protecting the environment, using sentences, sentence strings and occasionally some supporting details.**

- A. I can present an outline of my predictions about consequences of an environmental practice.
- B. I can write a series of simple predictions about consequences of environmental practices.
- C. I can present and justify my point of view on current event topics such as recycling, energy conservation, or extreme weather events
- D. I can write a brief statement outlining the key points of my opinion on topics in my community such as water use, building a school, or the town budget.
- E. I can present about a topic from an academic subject, such as science, math, art, etc.
- F. I can write a brief report about a topic I have learned or researched such as the importance of environmentally friendly practices
- G. I can when expressing viewpoints, give reasons to support the claims.

**4. I can compare how both cultures protect the environment.**

- A. In my own and other cultures I can compare efforts people take to protect the environment.
- B. I can work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program.
- C. I can compare common practices and laws regarding clean air, clean water and our food supply.
- D. I can discuss recycling initiatives practiced in Italy and compare to those of the United States

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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Suggested Readers: Easy Readers from [www.onlineitalianclub.com](http://www.onlineitalianclub.com) such as the following:

**I Promessi Sposi** di Alessandro Manzoni (classic Italian novel re-written for beginners)

**Ladri di Biciclette** di Vittorio de Sica (story from a classic Oscar-winning Italian film)

## UNIT 4: The Creative Spirit/Lo Spirito Creativo

### Summary and Rationale

In this unit students will learn to talk about the fine arts, with a focus on music, theatre, art, architecture, and literature. Students will learn different genres of music, musical instruments and terms pertaining to the opera and theatre. They will learn about the centuries old theatre art known as the Commedia dell'Arte and its characters. They will also be able to name some famous violin makers, what violins are made of, and how much they can be worth. They will be able to discuss Italy's famous festival of Sanremo featuring Italian singers and songwriters. Students will be able to discuss and describe representations of paintings, sculpture or pieces of literature. They will learn about the life of Italian artists from the Renaissance and of the Futuristic movement, dialects of Italy, and the life of Dante Alighieri, the father of Italian language. Students will critique and express opinions about the influence of the arts in culture and daily life.

### Recommended Pacing

22 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.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
<b>Intercultural Statements</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.	<b>Possible topics</b> 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.

**Interpersonal Mode of Communication:** 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.

**Core Idea:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

	<b>Performance Expectations</b>
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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 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.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
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.

<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>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.</p>
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**Instructional Focus**

**Unit Enduring Understandings**

- Art is a reflection of our cultural milieu.
- There are expressions used to talk about music, different genres of music, theatre, art and literature.
- The Commedia dell’Arte flourished in the sixteenth and seventeenth centuries as improvised drama; the material was divided into acts and scenes with a prologue; masked characters that represented fixed social types portray it.
- There are several famous violinmakers in Italy such as Amati, Stradivari and Guarneri del Gesù.
- The festival of Sanremo is an annual song competition held at the end of February and the beginning of March at the teatro Ariston; it is a competition between well-known singers and young unknown singers.
- There are expressions used to talk about emotions being displayed, actions being performed, my thoughts of and people in a representation of a painting or sculpture.
- The artists from the Renaissance inspired a new movement, called humanism, which gave confidence in the possibilities of human thought and break free from mental strictures imposed by religious orthodoxy.
- The Futurist movement was an artistic and social movement that originated in Italy in the early 20th century. It emphasized and glorified themes associated with contemporary concepts of the future, including speed, technology, youth and violence, and objects such as the car, the airplane and the industrial city.
- Italy is a country of many dialects that are culturally rich and are being studied and preserved.
- The Italian language has changed over time in terms of spelling and words used.
- Dante Alighieri, born in Florence, was an author of the thirteenth century and participated in the poetical movement called “Dolce Stil Novo”; two important works of Dante are “De vulgari eloquentia” and the “Divina Commedia”; Dante is considered the father of Italian language because he attributed the Florentine dialect as the national language.

**Unit Essential Questions**

- How do the arts reflect cultural values and norms?
- How do I talk about the fine arts?
- How can I talk about emotions being displayed, actions being performed, my thoughts of and people in a representation of a painting, sculpture, or opera?
- What are the Renaissance and Futuristic movements in art and history and who are the artists from those periods?
- What is the Commedia dell’Arte and when was it performed?
- What are the characters portrayed in the Commedia dell’Arte?
- What city in Italy specializes in the production of violins?

- What is the festival of Sanremo and who can participate?
- How do I identify the changes in the Italian language over time in literature?
- How are the dialects of Italy unique?
- Why do Italians want to study and preserve the dialects of their country?
- Why is Dante Alighieri considered the father of Italian language?

## Objectives

### Students will know:

#### 1. Vocabulary

- **Music:** *La musica: l'opera, la canzone, il festival, l'orchestra, l'assolo, il concerto, il coro, il gruppo rock, la rappresentazione dal vivo, il cantante, il compositore, la melodia, il ritornello, il ritmo, il testo.*
- **Musical instruments:** *gli strumenti musicali: il clarinetto, il flauto, il sassofono, il violino, il pianoforte, la batteria.*
- **Art:** *L'arte: la pittura, il quadro, il ritratto, l'autoritratto, la figura, la statua, il mosaic, l'affresco, l'immagine, L'opera d'arte, Il capolavoro, Il secolo, l'esposizione/la mostra, la collezione.*
- **Theatre:** *il teatro, il cinema, la trama, il drama, l'attore/l'attrice, il/la cronista, il personaggio, il/la protagonist, il/la regista.*
- **People associated with the Arts:** *la gente delle arti: l'autore, il cantante, il compositore, il personaggio, il pianista, il pittore, il pubblico, il regista, lo scrittore, lo scultore, lo spettatore.*
- **Genres:** *I generi: una commedia ≠ una tragedia, un concorso, un cartone animato, un drama, uno spettacolo, una favola, il romanzo, il racconto epico, un film ... poliziesco/giallo romantico d'azione di fantascienza d'orrore, un teleromanzo.*
- **Adjectives used in discussing the arts:** *accattivante, astratto/a, classico/a, commovente, complesso/a ≠ prevedibile complicato/a ≠ semplice, dal vivo/in diretta ≠ in differita, doppiato/a ≠ in versione originale, famoso/a ≠ anonimo/a, istruttivo/a, storico, tragico/a ≠ comico/a, vivace ≠ monotono.*
- **Analyzing the arts:** *Come si analizza? Recitare, la critica, la recensione, applaudire, ammirare, apprezzare, scolpire, interpretare il ruolo di, rappresentare, godere, dubitare, durare, essere d'accordo con, stare attento di, debuttare, esprimersi/ esprimere un'opinione, influenzare, ispirare, avere luogo, trattarsi di.*
- **The media:** *I media: il cinema, l'editoria, la radio, la stampa, la televisione.*

#### 2. Grammar

- **Passato Remoto tense** – *how and when is it used?*
- **Ordinal Numbers**
- **Verbs : volerci, metterci** – *used to express the amount of time it takes to perform an activity*
- **Giving opinions, using indicative:** *“Secondo me, Sono d'accordo che... lo preferisco...*
- **The verbs sapere/conoscere**
- **The Future Tense - Il Futuro Semplice**
- **The uses of “ci” and “ne”**

#### 3. Culture

***Italy, a land of art and history***

*Italy has been, since antiquity, the centre of history, culture and art. Its museums, collections and archaeological sites reveal countless tokens of the past and the many civilizations that have passed across this country, evidence of which is still inextricably woven into the present day landscape. Artistic wonders can be found everywhere, and every corner of the country holds countless and wonderful surprises. Its artistic and cultural heritage is one of the most valuable in the world. Italy has more cultural UNESCO World Heritage Sites than any other country. Rome, **Florence**, Assisi, **Venice**, Siena, **Pisa**, and Naples are its most renowned cities of art, but the whole country can boast towns of breathtaking beauty. Italy offers a rich combination of masterpieces from different areas, blending landscape and culture, history and art, architecture and city planning - it offers an exciting journey through time, from the Ancient Greeks and Romans to the present day, which is also filled by a wealth of art and culture.*

**Students will be able to:**

**1. I can understand information about the fine arts.**

- A. I can identify, name, and define art, music, theatre, and literature.
- B. I can understand someone's comments about a concert in a chatroom.
- C. I can understand simple questions posed in an interview about an artist.
- D. I can understand a few lines in a song.
- E. I can identify some specific, predictable actions in an excerpt from a novel.
- F. I can identify some major events in a children's storybook.
- G. I can select a book that matches my interests from an online description.
- H. I can define who Dante Alighieri was, where he was from, to which poetical movement he belonged and describe two of his well-known works.
- I. I can summarize the life of an Italian artist of the futurism movement and create and describe an image in the futuristic style.

**2. I can tell someone about the fine arts, using sentences, occasionally some supporting details and follow-up questions.**

- A. I can exchange information about the types of music and movies people prefer.
- B. I can talk about music and musicians.
- C. I can talk about movies and television.
- D. I can describe movies and books.
- E. I can identify some specific, predictable actions from a segment of an audio book.
- F. I can exchange opinions about movies based on books and express whether the book or the movie is better.
- G. I can discuss and describe representations of paintings, sculpture, or pieces of literature.
- H. I can write a simple review of a movie, book, play or art exhibit.
- I. I can explain how the dialects of Italy are unique and culturally rich.
- J. I can when expressing viewpoints, give reasons to support the claims.



**3. I can give information about the fine arts and express my opinion, using sentences, sentence strings and occasionally some supporting details.**

- A. I can present a review of an artwork or song and give reasons to support my point of view.
- B. I can give a presentation about a famous artist and give basic points about the merits of their contributions.
- C. I can present a brief summary of something from a book I've read.
- D. I can post my reaction to my friend's tweet about a concert he attended.
- E. I can give a series of reasons why an art or music style is appealing to me
- F. I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure.
- G. I can give a series of reasons why a book I've read was appealing to me.
- H. I can post a positive book review in response to a negative one.
- I. I can give a presentation about similarities and differences between art and music festivals.
- J. I can when expressing viewpoints, give reasons to support the claims.

**4. I can make comparisons in my own and the Italian culture about the fine arts.**

- A. I can write about similarities and differences between art and music festivals in my own and other cultures.
- B. In my own and other cultures I can compare how traditions and events influence music and art.
- C. In my own and other cultures I can tell why people think differently about entertainment, social media and literature.

**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)**

**Virtual and Online Materials from a Grant provided by IACE from Studio Arcobaleno.**

**Suggested Resources:**

Quizlet, Quizziz, Edpuzzle

Youtube channels

Flipgrid

Extempore

**Suggested Resources:**

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