**PISCATAWAY**
TOWNSHIP SCHOOLS

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

**Content Area:** Italian 4

**Grade Span:** 9-12

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**Presented by:** Glennysha Jurado-Moran

**Approval date:** August 2021

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# COURSE OVERVIEW

| Description |
|---|
| This course is designed for students who have successfully completed Italian 3, 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.<br><br>The target proficiency level for this course is emerging Intermediate-Low/Mid 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 4 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 (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.<br><br>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) 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/Mid proficiency but also the ACTFL Core Ideas and Practices:<br>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.<br>● Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.<br>● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.<br><br>Students will also be able to:<br>● Use knowledge and language skills for functional and meaningful communication<br>● 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 | The Work Environment/Il Mondo del Lavoro | 22 days |
| 2 | Italians' contributions, past and present/Italiani nel mondo, il loro contributo- nel passato e nel presente | 22 days |
| 3 | Social Media and its impact on society/La rete e il suo impatto sociale | 22 days |
| 4 | How Politics Shape Society/ Come La Politica Influenza a modellare la Società | 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:  Le Italiane di Roberto Gamberini

　　　　　　　　　　La Via Francigena di Roberto Gamberini

　　　　　　　　　　Le Avventure di Pinocchio di Carlo Collodi (classic Italian story)

Suggested Film:  Pinocchio di Roberto Benigni

# UNIT 1:  The Work Environment/Il Mondo del Lavoro

| Summary and Rationale |
|---|
| In this unit students will learn to talk about the working world. Students will learn terms relating to searching for work, the work environment and the language of computers and the internet. They will be able to express what they would do in certain work environment situations, how they would conduct and be the recipient of an interview, why they would be a good candidate for a job and the importance of computer skills and language proficiency, as well as second language proficiency, in today's global market.  They will learn about the world of work in Italy and compare it with the working world in the United States. Students will be exposed to Italian corporations, such as the iconic FIAT company, and learn about its culture, products, and practices. As a culminating activity, students will present a Curriculum Vitae and role-play an interview situation. |
| **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 Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, 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.IM.IPRET.1 | Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. |
| 7.1.IM.IPRET.2 | With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. |
| 7.1.IM.IPRET.3 | React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. |
| 7.1.IM.IPRET.4 | Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. |
| 7.1.IM.IPRET.5 | Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. |
| 7.1.IM.IPRET.6 | Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. |
| 7.1.IM.IPRET.7 | Infer the meaning of some unfamiliar words in some new context. |
| 7.1.IM.IPRET.8 | Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. |
| 7.1.IM.IPRET.9 | Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. |

| Intercultural Statements | Possible topics |
| --- | --- |
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the | Immigration, history, visual and performing arts, literature, climate, subject area content, population. |

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|---|---|
| target culture interprets meaning) of the target culture society. | |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies | Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts. |

Interpersonal Mode of Communication:
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: 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.

| | Performance Expectations |
|---|---|
| 7.1.IM.IPERS.1 | Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations |
| 7.1.IM.IPERS.2 | Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. |
| 7.1.IM.IPERS.3 | Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. |
| 7.1.IM.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. |
| 7.1.IM.IPERS.5 | Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. |
| 7.1.IM.IPERS.6 | Exchange information from a variety of resources with classmates about global issues, including climate change. |
| Intercultural statements | Possible Topics |
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Immigration, climate change, population, visual and performing arts, literature. |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of | The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target |

| | |
|---|---|
| the perspectives of the target culture(s) and their societies. | language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes |

Presentational Mode of Communication:
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: 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.

| | Performance Expectations |
|---|---|
| | **Performance Expectations** |
| 7.1.IM.PRSNT.1 | From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. |
| 7.1.IM.PRSNT.2 | Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. |
| 7.1.IM.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. |
| 7.1.IM.PRSNT.4 | Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. |
| 7.1.IM.PRSNT.5 | When expressing viewpoints, give reasons to support the claims. |
| 7.1.IM.PRSNT.6 | Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. |
| 7.1.IM.PRSNT.7 | Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. |

| Intercultural Statements | Possible Topics |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Immigration, climate change, population, visual and performing arts, literature. |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. | The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its |

| | fine and practical arts, role of literature in conveying cultural norms and attitudes. |
|---|---|

## Instructional Focus

**Unit Enduring Understandings**

- There are expressions used to talk about searching for work, the work environment, and the language of computers.
- There are interrogative words and expressions used to formulate questions and give answers for the interview process.
- There is a high youth unemployment rate in Italy after university.
- FIAT stands for Fabbrica Italiana Automobili Torino and is the most important private industrial company.
- The advances of the computer and Internet in Italy have impacted the working world, communication and finding information.
- Having language proficiency in a second language can be valuable to me in this global economy.

**Unit Essential Questions**

- How do I talk about searching for work, the work environment and the language of computers and the Internet?
- What preparations in term of schooling or training are needed to perform a job?

- How do I determine which job is right for me and meets my qualifications?
- How do I express what I would do in certain work environment situations?
- How do I form questions and answers to conduct and be the recipient of an interview?
- How do I explain my candidacy for a job?
- What are my habits on the computer/my computer skills?
- What is the working world like in Italy?
- What does FIAT stand for, and why is it an important company?
- How did the computer and Internet change the world of communication in Italy?

**Objectives**

Students will know:

1. Vocabulary

- Professions:  Che lavoro/professione sceglerai? Mi piacerebbe/mi interesserebbe fare... l'idraulico, l'elettricista, il meccanico, il falegname, il muratore, il contadino, il cuoco, l'avvocato/ l'avvocatessa, il/la giudice, il pompiere/ il vigile del fuoco, il polizziotto, il soldato, il/la pilota, il cassiere/la cassiera, il commesso/la commessa, il cameriere/ la cameriera, il parrucchiere/la parrucchiera, il segretario/la segretaria, il bagnino/la bagnina, il fotografo/la fotografa, l'assistente di volo, lo scienzato/la scienziata, l'ingegnere, l'architetto, il/la badante, l'infermiere/ l'infermiera, il dottore/la dottoressa, il veterinario/la veterinaria, il/la farmacista, l'uomo d'affari/la donna d'affari, il programmatore/ la programmatrice, il traduttore/la traduttrice, il contabile/ la contabile, l'impiegato/l'impiegata.
- What will you do in your career?:  Cosa farai nella tua carriera? aggiustare , assistere, attendere, controllare, coordinare, curare, difendere, fare esperimenti/ricerche, gestire, negoziare, pianificare, prendere decisioni, proggettare, programmare, proteggere, servire, tradurre.

- Job ads vocabulary:  In cerca di lavoro, gli annunci di lavoro, la domanda d'impiego, il modulo, la ditta/ l'impresa, l'esperienza, il colloquio, l'abilitazione, il posto, la referenza. È un lavoro:  a tempo pieno, a tempo parziale, lo stage,
- Qualifications for a job:  Quali sono i requisti? avere un titolo di studio, diplomarsi, entrare in graduatoria, fare un concorso, laurearsi, preparare un curriculum, richiedere una lettera di raccomandazione.
- Personality Traits of a professional:  Qualità dei professionisti:  essere… puntuale dedicato/a, ordinato/a, ambizioso/a, eficiente, maturo/a,  preciso/a,  responsabile.
- The Workplace:  il/la collega, l'impiegato, il capo (inv.), il sindacato, il/la dirigente, lo stipendio, la disoccupazione, lo sciopero, fare sciopero, le ferie, il personale , Impiegare, licenziare, fare carriera, assumere, riuscire a.
- Industries and related vocabulary:  L'industria, la ditta, l'azienda, la borsa, l'organizzazione, l'attività, settori dell'economia:  il turismo, la moda, I prodotti alimentari, la produzione automobilistica.
- Voluntary Work:  Dove lavorerai come volontario? in un centro di riabilitazione, in un centro d'assistenza, in una casa degli anziani, in una colonia/un centro estivo (gli scout), in un asilo nido, in un ospedale, in una parrocchia, in communità.
- Helpful words (conjunctions):  almeno, cosicchè, infatti, infine, inoltre, nonostante, pero, siccome
- Computer skills:  preparazione al computer, cliccare, avviare, cercare, la pagina, il sito, chattare, chiocciola, lo slide, un testo, il programma, il document.
- Impersonal expressions:  espressioni impersonali:  basta, bisogna, è bene, è difficile, è facile, è importante, è impossibile, è interessante, è meglio, è necessario, pare, sembra.


2. Grammar
- Question words: Chi?  Che/che cosa? Quando? Dove? Perché? Quanto?  Come?
- The conditional tense
- Use dovere/volere/potere with conditional
- Il congiuntivo presente dei verbi regolari ed irregolari
- Le congiunzioni (conjunctions)
- Il Superlativo
- Expressing an opinion (using subjunctive):  Credo che…, secondo me/te…, penso che…,   benché…


3. Culture:

Italy is third-largest economy in the euro zone, and the 12th largest in the world. Their economy is divided into the highly developed, industrial north, where private companies thrive, and the less industrial, agricultural south.  In 2020, 4% of Italy's workforce was employed in agriculture, 26% in industry, and 70% in services.  Italy's major industries are tourism, machinery, iron and steel, chemicals, food processing, textiles, motor vehicles, clothing, footwear and ceramics. Production is primarily situated in the northern part of the country and is dominated by private enterprise. Two major industrial cities in the north are Turin, the country's manufacturing capital, and Milan, the business and fashion capital.

Istat data shows that Italy's 59% employment rate is its highest since 1977.  The unemployment level is under 10%, the country's lowest since 2012.  However, Italy's 31% unemployment rate among those aged between 15 and 24 is still one of the highest in Europe.  With highly skilled and well-trained employees in demand and in short supply, it is important for young people to seek out a higher education.  Many Italians continue their education beyond secondary school, yet with limited opportunities for recruitment and training, many young people emmigrate to more job friendly places.

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Students will be able to/ Unit Can Do Statements:

1.  I can understand basic information regarding the Working Environment.
    A.  I can understand some information on job postings.
    B.  I can understand the basic requirements for a career as described on a brochure.
    C.  I can understand basic questions or statements exchanged during a video conference about a job.

2.  I can exchange information about professions and the workplace, using sentences, some supporting details and follow-up questions.
    A.  I can discuss information about career pathways.
    B.  I can participate in a chat to discuss the importance of learning another language in a global job market.
    C.  I can respond to a series of inquiries from a potential employer as part of my application for a job.
    D.  I can exchange advice on how to be successful in the job market.
    E.  I can exchange opinions about the ways we use technology in the workplace.
    F.  I can participate in an online discussion in which people react to opportunities for part-time jobs.
    G.  I can describe what I plan to do next in my school or work life.
    H.  I can describe plans for an upcoming work experience.
    I.  I can when expressing viewpoints, give reasons to support the claims.

3.  I can present information regarding jobs and the workplace,  using sentences, sentence strings and some supporting details..

    A.  I can write about my role in a simple school or work routine.
    B.  I can write about personal, academic, or professional goals for a college or job application.
    C.  I can write a short autobiographical statement for a competitive application for a study abroad program or job.
    D.  I can write a cover letter and a resume for a job I am seeking.
    E.  I can write advice to younger learners about why it could be advantageous to learn an additional language.
    F.  I can describe a school or workplace.
    G.  I can present my qualifications and goals for an academic program, training, or job.
    H.  I can make a presentation about the history and current status of an organization or company.
    I.  I can when expressing viewpoints, give reasons to support the claims.

4.  I can make comparisons in my own and the Italian culture regarding jobs and careers.
    A.  Comparing the working world in Italy and the US (cultural practices).
    B.  Compare and contrast different aspects of careers including hours, wage, difficulty, etc.
    C.  In my own and other cultures I can identify and compare the values that promote globalized products, such as efficiency and comfort.

D. I can exchange information with a peer in another culture about their preferred technology for communicating in the workplace.

E. I can participate in conversations to compare and contrast community service or volunteer opportunities with someone from a different country.

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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Suggested Resources:
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Suggested Readers:  Le Italiane di Roberto Gamberini

La Via Francigena di Roberto Gamberini

Le Avventure di Pinocchio di Carlo Collodi (classic Italian story)

# UNIT 2: Italians' contributions, past and present/Italiani nel mondo, il loro contributo- nel passato e nel presente

| Summary and Rationale |
|---|
| Italians throughout history, and continue today to make positive, important contributions to society.  The many fields they have significantly impacted are the areas of science, technology, engineering, economics, food, fashion, the arts, literature, law, mathematics, music, religion, philosophy, and architecture.  In this Unit students dispel Italian stereotypes by analyzing important Italians throughout history, as well as Italians of today, who continue in the quest of making the world a better place. |
| **Recommended Pacing** |
|  22 days |
| **State Standards** |
| Standard 7.1 World Languages: <br><br> Vision <br> An education in world languages fosters a population that: <br> • 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. <br> • Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication. <br> • Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems. <br> •  Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world. <br><br><br> Intent and Spirit of the World Languages Standard <br><br> 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 |

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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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| Interpretive Mode of Communication: <br> Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts. <br><br> Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | |
| | Performance Expectations |
| 7.1.IM.IPRET.1 | Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. |
| 7.1.IM.IPRET.2 | With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. |
| 7.1.IM.IPRET.3 | React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. |
| 7.1.IM.IPRET.4 | Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. |
| 7.1.IM.IPRET.5 | Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. |
| 7.1.IM.IPRET.6 | Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. |
| 7.1.IM.IPRET.7 | Infer the meaning of some unfamiliar words in some new context. |
| 7.1.IM.IPRET.8 | Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. |
| 7.1.IM.IPRET.9 | Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. |
| Intercultural Statements | Possible topics |

| | |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Immigration, history, visual and performing arts, literature, climate, subject area content, population. |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies | Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts. |

Interpersonal Mode of Communication:
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: 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.

| | Performance Expectations |
|---|---|
| 7.1.IM.IPERS.1 | Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations |
| 7.1.IM.IPERS.2 | Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. |
| 7.1.IM.IPERS.3 | Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. |
| 7.1.IM.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. |
| 7.1.IM.IPERS.5 | Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. |
| 7.1.IM.IPERS.6 | Exchange information from a variety of resources with classmates about global issues, including climate change. |

| Intercultural statements | Possible Topics |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the | Immigration, climate change, population, visual and performing arts, literature. |

| | |
|---|---|
| target culture interprets meaning) of the target culture society. | |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. | The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes |

Presentational Mode of Communication:
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: 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.

| | Performance Expectations |
|---|---|
| 7.1.IM.PRSNT.1 | From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. |
| 7.1.IM.PRSNT.2 | Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. |
| 7.1.IM.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. |
| 7.1.IM.PRSNT.4 | Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. |
| 7.1.IM.PRSNT.5 | When expressing viewpoints, give reasons to support the claims. |
| 7.1.IM.PRSNT.6 | Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. |
| 7.1.IM.PRSNT.7 | Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. |

| Intercultural Statements | Possible Topics |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Immigration, climate change, population, visual and performing arts, literature. |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. | The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate |

| | change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes. |
|---|---|

## Instructional Focus

Unit Enduring Understandings

- Many Italian inventions have contributed greatly to humanity.
- Italian scientists, such as Galileo Galilei, questioned traditional views, and is now known as the "father of modern science" and the "father of the scientific method". He was first to prove that the earth revolves around the sun, and not that the Earth is the center of the universe.
- The Renaissance Period which flourished in Florence, Italy, was a progressive era of enlightenment and pushed forward ideas, we still hold true today.
- Great Italian figures from the Renaissance period, Da Vinci, Michelangelo, and Machiavelli made important contributions in particular in the fields of the arts, sciences, and politics.
- The Roman Empire, one of history's greatest empires, formed a more sophisticated, urbane, and classical culture. Its rulers, such as Caesar and Nero, and its systems, served as an inspiration for future rulers and political systems, such as the American democratic system.
- In the fields of electronics and physics there are numerous Italian scientists and innovators such as Guglielmo Marconi (creator of the radio), Antonio Meucci (inventor of the telephone), Enrico Fermi (creator of the first nuclear reactor) and Alessandro Volta (inventor of the electric battery).
- Italy is a world trendsetter in design in the areas of architecture, fashion, interior design, automotive, to name a few. World renowned designers Ferrari, Lamborghini, Armani, Gucci, are examples of creative design with class and sophistication.
- In medieval Europe many of the first women scientists and physicians were Italian. Notable examples are Catherine of Siena (philosopher), Maria Gaetana Agnesi (mathematician-calculus), Maria Montessori (educator), Rita Levy-Montalcini (neurologist).
- Italian womens' contributions today have blossomed into areas such as aero-science (Samantha Cristoforetti, (the first Italian female astronaut), Emma Marcegaglia (prominent business leader), Valeria Termini (Commissioner of the Italian Regulatory Authority of Electricity and Gas).
- Italian writers such as Dante Alighieri (Divine Comedy), poets - Petrarca, Bocaccio, Macchiavelli (The Prince), Carlo Collodi (The Adventures of Pinocchio) and Alberto Eco (The Name of the Rose) are classics still read today.
- Italian cinema has influenced film movements worldwide. Italian directors, Fellini (8 ½, La Dolce Vita) and De Sica (Bicycle Thieves) and Benigni (La Vita È Bella) have all won Academy Awards.

Unit Essential Questions

- What are some of the important contributions of Italians throughout history? Today?
- Who are the big Italian innovators, explorers, engineers, designers, educators, philosphers, scientists of yesterday and of today?

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- What are some important Italian literary works?
- How have Italian women contributed to society?
- How has the role of women changed?
- What do you think about common stereotypes about Italian people?  Do you agree with them? What are the Italian stereotypes depicted in popular culture and how have they marginalized Italian people?

| Objectives |
| --- |

Students will know:

1. Vocabulary
   - Famous Italians:  italiani famosi – inventore, fisico, ingegnere, compositore, artista, pittore, architetto, scultore, scienziato, astronomo, poeta, medico, attore, attrice, pedagogista, generale, scrittore, esploratore, astronauto.
   - Fields:  campo/settore:  medicina, letteratura, filisofia, scienze, politica, arte, moda, automobilismo, ingegneria.
   - Reflection phrases: Espressioni in indicativo:  ho capito che…, ho capito l'influenza di…, ho trovato che…, ho imparato che…, Mi ha sorpreso che…, Gli italiani hanno influenzato…, Mi ha commosso…, Era interessante…., ero curioso di… , era una sfida, ho scelto di…, ho letto, Gli italiani hanno avuto un impatto su…, Mi ha ispirato, era motivante.
   - Dates:  la data di nascita/morte, il secolo diciannovesimo/ nell'ottocento (1900's),  il secolo diciottesimo/il Settecento (1800's), il secolo diciassettesimo/il Seicento (1700's), 16th century (XVI) – il secolo sedicesimo/ il Cinquecento — dal 1501 al 1600.
   - Periods in History:  d.C. / dopo Cristo – After Christ,  a.C. / avanti Cristo – Before Christ,  il decennio – The decade, Il Medioevo, il Rinascimento, l'Impero Romano, secoli bui, moderno/di oggi.
   - Famous People descriptions:  coraggioso/a,  morto-a, vivo-a, ispiratore, motivante, innovatore, pioniere, famoso, noto, il primo, interessante, curioso, creativo,

2. Grammar
   - Expressing the date in Italian – ordinal numbers
   - Adjective agreement
   - Passato Remoto
   - Passato prossimo
   - Imperfetto
   - Indicativo with reflection phrases
   - The Gerund and progressive tenses

3. Culture
Italians have made important contributions to mankind, most notably in the fields of science, mathematics, philosophy, engineering, economics, international politics, medicine, literature, visual arts and music.  Rome, the capital of Italy, has been for centuries one of the most important cities in the Western Civilization. Modern capitalism originated in medieval Italy and the country was at her artistic and cultural best during the Renaissance period. It was during that time that artists and polymaths like Leonardo da Vinci, Galileo and Michelangelo flourished. The richness of medieval Italian culture cannot be described in words! While the

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artists were painting their magic on canvas, the explorers like Columbus, Polo and Vespucci were navigating newer routes in the New World.

Students will be able to/ Unit Can Do Statements:

1. I can understand information about famous Italians and their important contributions.
    A. I can understand the recorded descriptions of famous Italians and their work.
    B. I can understand their characteristics.
    C. I can understand the place, time, and purpose of the contribution.
    D. I can understand simple questions posed in an interview of a famous person.

2. I can tell a simple story about an important Italian figure, using sentences, sentence strings and some supporting details and follow up quesitons.
    A. I can retell a story that I've read or heard about a famous Italian.
    B. I can speak and ask about their important contributions Italians have made and dispel negative stereotypes.
    C. I can tell and ask about their personality traits and physical descriptions.

3. I can present about important Italians and their contributions to the world, using sentences, sentence strings and some supporting details..
    A. I can write a description of the physical appearance and personality of an important Italian figure in history.
    B. I can give a series of reasons why and how their works benefited society.
    C. I can give a presentation about a famous person or historical figure and give basic points about the merits of their contributions.
    D. I can present the basic facts related to a current Italian figure and how they are impacting the world today.
    E. I can write a simple profile of a famous athlete, celebrity, or historical figure.

4. I can make comparisons in my own and the Italian culture.
    **A.** I can recognize how important Italian contributions have positively impacted society today.
    **B.** I can compare important works of Italians of yesterday in a certain field to important works of today in that same field.
    **C.** I can work with a partner class in the target culture to survey everyone's views toward yet another culture and identify common stereotypes.

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:<br>Super Ciao a Tutti  (Studio Arcobaleno)<br>Suggested Resources:<br>Quizlet, Quizziz, Edpuzzle<br>Youtube channels<br>Flipgrid<br>Extempore<br><br>Suggested Resources:<br><br>http://www.languageguide.org/italian/ :  Has vocabulary in Italian for many pictorial topics<br><br>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.<br><br>Suggested Readers:  Le Italiane di Roberto Gamberini<br>                     La Via Francigena di Roberto Gamberini<br>                     Le Avventure di Pinocchio di Carlo Collodi (classic Italian story) |

# UNIT 3: Social Media and its impact on society/La rete e il suo impatto sociale

| Summary and Rationale |
| --- |
| In little more than a decade, the impact of social media has gone from being an entertaining extra to a fully integrated part of nearly every aspect of daily life for many.  In the United States, adults using social media platforms like Facebook, Instagram, Twitter, and Snapchat, skyrocketed from 5% to now around 70%.  Young people in particular, are big users of these platforms and turn to them to get information about the world, but mainly as a way to connect to one another.  In this unit students will evaluate the impact of technology, mainly social media, has on modern life and its impact on culture and globalization.  Students analyze how technology is forever evolving and changing the way that humans live and interact. |

| Recommended Pacing |
| --- |
| |
| 22 days |

| State Standards |
| --- |
| Standard 7.1 World Languages: <br><br> Vision <br> An education in world languages fosters a population that: <br> ● 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. <br> ● Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication. <br> ● Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems. <br> ●  Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world. <br><br><br> Intent and Spirit of the World Languages Standard <br><br> 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 |

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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 Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, 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.IM.IPRET.1 | Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. |
| 7.1.IM.IPRET.2 | With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. |
| 7.1.IM.IPRET.3 | React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. |
| 7.1.IM.IPRET.4 | Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. |
| 7.1.IM.IPRET.5 | Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. |
| 7.1.IM.IPRET.6 | Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. |
| 7.1.IM.IPRET.7 | Infer the meaning of some unfamiliar words in some new context. |
| 7.1.IM.IPRET.8 | Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. |
| 7.1.IM.IPRET.9 | Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. |

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| Intercultural Statements | Possible topics |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Immigration, history, visual and performing arts, literature, climate, subject area content, population. |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies | Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts. |

Interpersonal Mode of Communication:
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: 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.

|  | Performance Expectations |
|---|---|
| 7.1.IM.IPERS.1 | Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations |
| 7.1.IM.IPERS.2 | Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. |
| 7.1.IM.IPERS.3 | Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. |
| 7.1.IM.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. |
| 7.1.IM.IPERS.5 | Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. |
| 7.1.IM.IPERS.6 | Exchange information from a variety of resources with classmates about global issues, including climate change. |

| Intercultural statements | Possible Topics |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, | Immigration, climate change, population, visual and performing arts, literature. |

| | |
|---|---|
| values, 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 in order to gain understanding of the perspectives of the target culture(s) and their societies. | The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes |

Presentational Mode of Communication:
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: 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.

| | Performance Expectations |
|---|---|
| 7.1.IM.PRSNT.1 | From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. |
| 7.1.IM.PRSNT.2 | Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. |
| 7.1.IM.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. |
| 7.1.IM.PRSNT.4 | Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. |
| 7.1.IM.PRSNT.5 | When expressing viewpoints, give reasons to support the claims. |
| 7.1.IM.PRSNT.6 | Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. |
| 7.1.IM.PRSNT.7 | Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. |

| Intercultural Statements | Possible Topics |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Immigration, climate change, population, visual and performing arts, literature. |

| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. | The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes. |
| --- | --- |

## Instructional Focus

### Unit Enduring Understandings

- Technology has completely changed and is changing the way that humans live and interact.
- Social media has become really fundamental to the way that billions of people get information about the world and connect with each other.
- Young people care about what using one platform or another says about them.
- Social media can be useful, engaging, and interesting, but can also become addictive.
- Social media has made fame and attention more democratic, though not always in a good way. It can more easily spread false information.
- Companies and governments gather personal data and use it for other purposes, such as selling products and services.

### Unit Essential Questions

- To what extent does technology affect daily life?
- How are young people affected by social media?
- What kinds of platforms do we use to stay connected and stay informed?
- How is social media used in a positive way? In a negative way?
- Should their activities be regulated for the benefit of the consumer?

### Objectives

Students will know:

1. Vocabulary

Technology terminology:  termini tecnologici:  il canale, il carica batteria, la cartella, il disco rigido, il document, l'e-mail, il messaggio, l'SMS, il mouse, il password, la rete, lo schermo, il sito Internet, la stampante, il tablet, la tastiera, il televisore, il videogioco

Using Technology:  usare la tecnologia:  accendere, la parola d'accesso, l'utente, cancellare, caricare, cliccare, cominciare, comporre,copiare,  essere connesso/a, essere in linea, funzionare, navigare in rete, registrar, salvare, scaricare, spegnere, stampare, premere, il virus.

Devices:  il dispositivo:  il computer portatile, il computer desktop, il tablet, le cuffie, senza fili, il cellulare

The Internet:  il sito web, navigare, inviare/mandare, l'applicazione, il motore di ricerca, cercare, il gioco online, controllare l'email, collegarsi all'internet, la chiocciola (@), la bacheca, l'app, l'icona, la visualizzazione, l'abbonamento, registrare

Cell phone vocab.:  il cellulare, il telefonino, lo smarphone, gli auricolari, caricare la batteria, l'SMS, accendere, spegnere, squillare, scattare, fare la foto/selfie, scheda Telefonica, telefonare, chattare, comunicare, lasciare un

messaggio, ricevere, rispondere, Impostazioni, sfondo, codice, messaggi, silenziosi, volume, sveglia, cronometro, il meteo

Social Media: il profile,  aggiornare, connettersi, informarsi, modificare, aumentare, navigare, passare, peggiorare, perdere, scambiarsi, suggerire, trattare, l'apparecchio, l'abitudine, il sito web, la vita social, conveniente,  l'ansia, la posta elettronica, avere l'opportunità, il sondaggio.

Social Media platforms:  la piattaforma sociale, twittare, I contenuti, le interazioni sociali, creare connessioni, connettere, collegare, rimanere in contatto, interagire, postare, la notizia, la condivisione, seguire, scorrere.

Shopping online:  fare shopping/compere sul sito web, il carrello, l'indirizzo, dati personali, commercio elettronico, navigatore, la pubblicità, un buon affare/svendita/lo sconto

Social Media posts/comments:  Mi piace/Non mi piace, cyberbullismo, il blog, la chat, il sondaggio, il tweet, il cancelletto (#), commentare, postare, taggare, positivo/negativo, divertente, noioso, fastidioso, annoiato, inopportune, impegnato,


2.  Grammar
   ● Expressing possibility, desire, and obligation:  potere, volere, and dovere
   ● Disjunctive Pronouns - Pronomi tonici
   ● Sapere vs. conoscere
   ● The Subjunctive – present and past
   ● The Subjunctive with conjunctions
   ● The conditional – present and past
   ● Comparitives and Superlatives


3.  Culture

One of Italy's greatest modern-day passion is technology.  One of every two Italians is always on the lookout for the latest technological gadget; however, at the same time, Italy is left behind in comparison with the majority of Europe.  In recent years, however, technology is steadily increasing in Italy, namely in inventions, manufacturing, and astronomical observatories.  A large percentage of Italians (71.3%) use the internet for a variety of purposes.  Social media has also become an integral part of Italian contemporary life.  It is used to connect with friends and family, to catch up on current events, and, to entertain.  Social media platforms are seeing ever increasing popularity in Italy.  Facebook has dominated the market from the start with other social media channels such as Google+, Instagram, Twitter, and LinkedIn lagging far behind.  One can boast about the positives of this new way of connecting, but one can also argue the negatives, as well.  It is changing social norms and culture which are deeply rooted in Italy and it is somewhat difficult to accept, especially among the older generation.

Students will be able to:

   1) I can understand information about technology, the internet, and social media.
      A.  I can understand a message on social media post.
      B.  I can understand the personal messages exchanged in an online forum.
      C.  I can understand the basic instructions for playing a video game.
      D.  I can understand the main points of a blogger's posts and responses
      E.  I can understand the place, time, and purpose of a meeting discussed in online personal messages.
      F.  I can understand someone's comments in a chatroom.

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G.  I can understand the main points of an argument between people in a blog posting.

2.  I can exchange information about technology, the internet, and social media and use it effectively, using sentences, some supporting details and follow-up questions.
A.  I can exchange information in a chat room.
B.  I can exchange texts with someone.
C.  I can post my reaction to my friend's tweet.
D.  I can compare and contrast different mapping apps with people in a chat room.
E.  I can respond to other people's posts.
F.  I can exchange blog posts.
G.  I can collaborate online with my partner on a project.
H.  I can exchange emails.
I.  I can exchange opinions about the use of personal devices at school.
J.  I can exchange opinions about the ways we use social media in our personal and school or work lives.

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


3.  I can present information about technology, the internet, and social media, and use it effectively, using sentences, sentence strings and some supporting details.
A.  I can write a summary of a social media story and share my and other's opinions about it.
B.  I can develop a simple survey for my peers, about my school or another topic
C.  I can write an email or memo to explain or clarify something that has happened or will happen.
D.  I can write a text, email, or message on social media in Italian to my e-pal.

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


4.  I can compare how technology, internet, social media is used in both cultures, and use it effectively.
A.  In my own and other cultures I can compare the use of technology, internet, and social media.
B.  I can compare video game preferences with a peer in the target culture.
C.  I can exchange information with a peer in another culture about their preferred technology for communicating.
D.  In my own and other cultures I can identify and compare the values that promote globalized practices, such as use of time and social interaction.
E.  I can use technology to communicate with peers in the target culture.


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
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:  Le Italiane di Roberto Gamberini

La Via Francigena di Roberto Gamberini

Le Avventure di Pinocchio di Carlo Collodi (classic Italian story)

# UNIT 4: How Politics Shape Society/ Come La Politica Influenza a modellare la Società

| Summary and Rationale |
| --- |
| Politics shape culture, and culture shapes politics. In other words, the system that sets the rules and regulations greatly influences people's quality of life.  Students gain a deeper understanding, as well as a more global view about the role that politics has in our daily lives and the importance of becoming active and thoughtful participants.  In this unit students will learn to talk about politics and society. They will learn terminology relating to politics, the State and social problems. They will learn when Italy became a Republic, when their political parties were born, and what they represent. Students will be able to explain the three types of National elections and tell how old one must be to vote. They will also learn about the organization of the government, the role of Italy in Europe and the European Union. |

| Recommended Pacing |
| --- |
| 22 days |
| |

| State Standards |
| --- |
| Standard 7.1 World Languages: <br><br> Vision <br><br> An education in world languages fosters a population that: <ul><li>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.</li><li>Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication.</li><li>Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.</li><li>Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.</li></ul> <br> Intent and Spirit of the World Languages Standard <br><br> 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 Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, 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.IM.IPRET.1 | Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. |
| 7.1.IM.IPRET.2 | With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. |
| 7.1.IM.IPRET.3 | React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. |
| 7.1.IM.IPRET.4 | Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. |
| 7.1.IM.IPRET.5 | Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. |
| 7.1.IM.IPRET.6 | Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. |
| 7.1.IM.IPRET.7 | Infer the meaning of some unfamiliar words in some new context. |
| 7.1.IM.IPRET.8 | Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. |
| 7.1.IM.IPRET.9 | Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. |
| Intercultural Statements | Possible topics |

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| | |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Immigration, history, visual and performing arts, literature, climate, subject area content, population. |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies | Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts. |

Interpersonal Mode of Communication:
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: 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.

| | Performance Expectations |
|---|---|
| 7.1.IM.IPERS.1 | Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations |
| 7.1.IM.IPERS.2 | Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. |
| 7.1.IM.IPERS.3 | Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. |
| 7.1.IM.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. |
| 7.1.IM.IPERS.5 | Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. |
| 7.1.IM.IPERS.6 | Exchange information from a variety of resources with classmates about global issues, including climate change. |
| Intercultural statements | Possible Topics |
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the | Immigration, climate change, population, visual and performing arts, literature. |

| | |
|---|---|
| target culture interprets meaning) of the target culture society. | |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. | The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes |

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| Presentational Mode of Communication:<br>Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.<br><br>Core Idea: 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. |

| | Performance Expectations |
|---|---|
| 7.1.IM.PRSNT.1 | From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. |
| 7.1.IM.PRSNT.2 | Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. |
| 7.1.IM.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. |
| 7.1.IM.PRSNT.4 | Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. |
| 7.1.IM.PRSNT.5 | When expressing viewpoints, give reasons to support the claims. |
| 7.1.IM.PRSNT.6 | Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. |
| 7.1.IM.PRSNT.7 | Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. |

| Intercultural Statements | Possible Topics |
|---|---|
| Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Immigration, climate change, population, visual and performing arts, literature. |
| Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies. | The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate |

| | change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes. |
|---|---|

## Instructional Focus

**Unit Enduring Understandings**

- Politics, culture, and world issues intersect in every society.
- Analyzing and comparing other cultures to one's own is essential to developing respect for diversity and global consciousness.
- There are expressions used to talk about politics, the State and social problems.
- Italy became a Republic June 2, 1946.
- There are many political parties in Italy and they started to form at the end of the monarchy; every party is represented by a symbol; every new election campaign new parties and new symbols emerge; they often express particular situations or social demands and they often form coalitions.
- There are three National elections: i referendum popolari in which citizens vote on the laws of the country, le elezioni politiche in which citizens vote for the representatives of Parliament, le elezioni amministrative in which citizens vote for the political bodies of the local administration.
- In Italy one must be 18 years old to vote for the representatives of the Camera dei Deputati and 25 years old to vote for the Senato.
- Italy is a Parliamentary Republic; It has an Italian president (il Presidente della Repubblica) that does not have direct power but a symbolic power representing the unity of the nation; the Parliament is divided into the Camera dei Deputati and the Senato; Italian political parties form coalitions to have the majority in Parlament and form the government; Currently there exists two principal coalitions: centrosinistra and centro-destra; the President of the Republic assigns the task of forming the government to the Prime Minister (Primo Ministro); the Prime Minister chooses ministers and presents them to Parliament for the vote of confidence and from there the government can begin its legislature.
- Italy is one of the six founding countries of the European Community; Italians do not feel as though they are only Italian citizens but European citizens; the treaty of the Constitution of the CEE (Comunità Economica Europea) was signed in Rome in 1957; because of the European role of Italy the concept of the European Union evolved.
- Lazio is a region of central Italy, whose capital is Rome, seat of the government and Parliament and rich in history and art.

**Unit Essential Questions**

- To what extent do politics, culture, and world issues intersect in every society?
- Why is awareness of other cultures important?
- How do I talk about politics, the State and social problems?
- When did Italy become a Republic?
- When were political parties born in Italy?
- What do political parties in Italy represent?
- What are the three types of National elections?

- How old must one be to vote in Italy?
- How is the Italian government organized?
- What is the role of Italy in Europe and the European Union?

| Objectives |
| --- |

Students will know:

1. Vocabulary

Politics:  la politica: il governo,  il Capo dello Stato, il Cittadino, la costituzione, il comune, il costume, la droga, l'elezione, l'inquinamento, la manifestazione/la protesta, il partito, la politica, il popolo, il potere, il potere esecutivo, il potere giudiziario, il potere legislative, il president, il primo ministro, attuale, il parlamento, il sindaco del Comune, l'intervista, l'editoriale, la pubblicità elettorale

Il partito politico:  socialista, comunista, democratico, la monarchia, la repubblica, la Democrazia Cristiana, il fascismo, radicali, liberali.

Italian society:  la società, il popolo,il Cittadino, lo stato, la nazione, il paese, , l'italiano medio, l'indagine, l'individuo, l'interesse, l'orgoglio, il paragone, lo stereotipo, il valore, la vergogna, multirazziale, multietnica, immigranti,  extracomunutarie.

Rights and responsiblilities of citizens:  I diritti fondamentali del Cittadino, il rispetto, l'ugualianza, la giustizia, la libertá di pensiero/religione, la tolleranza, la sicurezza, il diritto alla vita/al domicilio

Adjectives about politics:  grave, medio, simile, uguale, offensivo, diplomatico .

Actions about politics:  votare, eleggere, governare, impegnarsi, garantire, affrontare, prevedere, il dibattito, il discorso,  raggiungere, realizzare, sognare, godere, vantarsi di…, accontentarsi di…, giudicare, paragonare, generalizzare. I manifesti.

Social issues/problems:  la disoccupazione, la mancanza di opportunità..., l'ineguaglianza; la disuguaglianza, il maltrattamento, la povertà, l'abuso, la delinquenza, il vandalism, il razzismo, la droga, l'intolleranza, il bullismo.

Italy in Europe:  L'Italia in Europa:  Presidente della Republica, Capo del Governo,     l'ambasciatore, l'ambasciata, la Commissione europea, il consolato, la diplomazia, la meta, l'UE, all'estero, in futuro.

Expressions and opinions:  a mio parere… altro che… c'è da dire che…, che fine ha fatto…?  Essere alle stele, essere d'origine…, m'immagino, per quanto riguarda, sapere a mala pena, sarà…, stare a cuore/mi sta a cuore…, stupirsi di qualcosa, su due piedi.


2.  Grammar
- Present and Past Subjunctive: il congiuntivo presente/passato
- The subjunctive: il congiuntivo – espressioni impersonali:  È importante che… ,  È necessario che… È possibile che… , È probabile che… , È improbabile che… , È impossibile che…
- The subjunctive:  il congiuntivo- esprimere consigli e divieti:  consigliare che, insistere che, volere che, proibire che , raccomandare che, suggerire che
- The subjunctive:  il congiuntivo - esprimere dubbi:  (non) credere che, dubbitare che, non essere sicuro che (non) pensare che.
- The present conditional tense corresponds to the English would + verb.
- Modal verbs dovere, volere, and potere – used in present tense to soften the impact of a statement or request.
- Present conditional tense of the verbs dovere, volere and potere
- Gerundio e la forma progressiva

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3. Culture

Italy has been a democracy since the end of World War II, and despite its international reputation for political instability, the country has enjoyed largely consistent policies from successive governments. Italy has been a democratic republic since June 2, 1946, when the monarchy was abolished by popular referendum and a constitution was drafted and promulgated on January 1, 1948.  Executive power is exercised by the Council of Ministers, which is led by the Prime Minister, officially referred to as "President of the Council.  Italy has a very different government structure from the United States. The biggest difference is in the role of the President, who in Italy is merely a public figure with little powers. He ensures laws follow the constitution, he appoints the Prime Minister, and he has the capacity to terminate the Congress if he feels there is not enough political cohesion to form a new government.   Italy's main political parties are the four parties:  the Italian Socialist Party, the Italian Democratic Socialist Party, the Italian Republican Party and the Italian Liberal Party.  No party has ever gained enough support to govern alone: parties thus form political alliances and coalition governments.

Current President as of 6/21 :  Sergio Mattarella

Current Prime Minister as of 6/21: Mario Draghi

Students will be able to:
1.   I can understand information about politics and government.
    A.  I can understand a broadcaster's questions to participants in a political demonstration.
    B.  I can understand a conversation by peers talking about a local political event.
    C.  I can identify and name terms relating to politics, the State and social problems.
    D.  I can identify political parties from Italy and understand what they represent.

2.   I can exchange information about politics and government, using sentences, some supporting details and follow-up questions.
    A.  I can discuss the type of government Italy has and its organization, the role of Italy in Europe and the European Union.
    B.  I can explain when political parties were born in Italy and what they represent.
    C.  I can explain the three types of National elections in Italy and tell how old you must be to vote.
    D.  I can tell the location of the region of Lazio, name its capital, explain the significance of Rome, the coliseum and name the Independent State within Rome.
    E.   I can exchange text messages sharing reactions to something happening in my community politically.
    F.  I can interact to share ideas about politics and my ideal government.
    G.  I can when expressing viewpoints, give reasons to support the claims.

3.   I can present information about politics and government, using sentences, sentence strings and some supporting details..
    A.  I can write a short report about a topic related to politics, government and its impact on society.
    B.  I can write a short opinion statement about a current event relating to Unit topic.
    C.  I can write questions to obtain additional information about something political I read online.

D. I can write a description of a political event.
E. I can design a poster of a political party that represents a particular situation or social demand of our society and explain how I feel about the situation and what I would do to make it better.
F. I can present my reactions to a current event and explain what led to the event being in the news
G. I can when expressing viewpoints, give reasons to support the claims..

4. I can make comparisons of our political system to that of Italy's.
   A. I can make simple comparisons of political systems in US and in Italy.
   B. I can compare how society is affected by political policies in both cultures.
   C. I can compare the roles of Italy and of the US in the European Union.

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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Suggested Resources:
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