

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

Italian 4 Honors
Grade 12

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**Conforms to New Jersey Core Curriculum Content Standards and National Common
Core Standards**

Board Approved: July 28, 2015

Italian 4 Honors **(Grade 12)**

Introduction: The study of a foreign language is a graduation requirement of the State of New Jersey and Bloomfield High School. *Italian 4* is offered as an elective class to those students who wish to further develop their grammar and writing skills in the Italian language.

The focus of the *Italian 4* curriculum is to increase the student's ability to communicate in Italian using the interpretive, interpersonal, and presentational modes of communication. The student will be able to understand, converse, interact, and make presentations in Italian on a more complex level through the introduction of new grammar and vocabulary. The study of Italian culture and civilization continues throughout the course.

The *Italian 4* curriculum provides students with the opportunity to develop social and academic linguistic proficiency in a language other than English. This curriculum is aligned with both the 2014 *New Jersey Core Curriculum Content Standards* and new *Common Core State Standards for English Language Arts*. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Mapping/Sequence: The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

Pacing: The *Italian 4* curriculum is divided into six units. Each unit provides a time frame that averages 5-6 weeks.

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Textbook:

Ponti
Le Avventure Di Pinocchio
Va` dove ti porta il cuore
I Promessi Sposi
Rose Rosse
Viaggio A Venezia
Profilo di storia Italiana
Per Stranieri

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2014/wl/>

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Overarching Understandings:

1. Learning a language takes motivation, perseverance, and practice.
2. The recognition and use of verb forms gives the speaker a wide range of communication skills.
3. Knowledge and understanding of a culture facilitates communication.

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|--|-------------------------|--------------------|---------|
| Course Name | Italian 4 Honors | Grade Level | 12 |
| Unit #, Title | Unit 1: Ripasso(Review) | Time Frame | 6 weeks |
| Standards | | | |
| Content: | | | |
| 7.1.IM.A.1: Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes | | | |
| 7.1.IM.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. | | | |
| 7.1.IM.A.3: Analyze 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.A.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. | | | |
| 7.1.IM.A.5: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. | | | |
| 7.1.IM.A.6: Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. | | | |
| 7.1.IM.A.7: Infer the meaning of some unfamiliar words in some new contexts | | | |
| 7.1.IM.A.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. | | | |
| 7.1.IM.B.1: Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. | | | |
| 7.1.IM.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.4: Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. | | | |
| 7.1.IM.B.5: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. | | | |
| 7.1.IM.C.1: Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | | | |
| 7.1.IM.C.2: Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. | | | |
| 7.1.IM.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some | | | |

unfamiliar situations.

7.1.IM.C.4: Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5: Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Common Core:

CCSS.ELA-Literacy.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| Essential Questions | Enduring Understandings |
|---|--|
| <p>Q1: How can learning another language help me in other content areas?</p> <p>Q2: How can I make myself understood when I am missing some words?</p> <p>Q3: How can I use technology to help me translate?</p> <p>Q4: How do verb conjugations help us to communicate precise meanings?</p> <p>Q5: What language structures are important to accurately convey meaning?</p> <p>Q6: Why can't we always translate literally?</p> | <p>U1: The content of the World Language classroom encompasses the entire learning experience.</p> <p>U2: Learning a different language/ culture lead to greater understanding of why people think and act in different ways.</p> <p>U3: Language learning involves acquiring strategies to fill communication gaps.</p> <p>U4: Geography directly influences the culture and communication patterns of people.</p> <p>U5: The study of foreign languages and cultures reinforces and connects content from other disciplines.</p> |
| Content Vocabulary | Academic Vocabulary |
| <p>Related to School, summer vacation, home and leisure activities.</p> | <p>Present tense of regular & Irregular Verbs Passato prossimo (past perfect) Imperfect ,future & conditional tenses</p> |

| Objectives Content/Skill | Strategies/Tasks | Assessment(s) |
|---|---|--|
| <ul style="list-style-type: none"> • Write and talk about what they do regularly • Share for how long they have been doing certain things. • Talk and write about past events. • Talk and write about future plans • Talk and write about what they would do in a given situation. | <ul style="list-style-type: none"> • Modeling use of selected verb tenses. • Guided practice: write sentences using given verbs. • Paired Activity: Talk about what you do at home. • Independent Practice: Write 2 paragraphs about what you did this summer • Group Activity: Discuss your plans for the future. | <p>Summative:</p> <ul style="list-style-type: none"> • Written and oral quizzes & tests. • Presentation: Share what you did this summer with the class. • Present a power point with your future plans. <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation of individual and peer practice. • Question / Answer |

| Resources |
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| <p>Ponti Textbook and Workbook. Internet resources for research purposes: such as www.italia.ms/edicola2000/riviste.html</p> |

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|--|---------------------------------------|--------------------|---------|
| Course Name | Italian 4 Honors | Grade Level | 12 |
| Unit #, Title | Unit 2: Italamerica(Italian/American) | Time Frame | 6 weeks |
| Standards | | | |
| Content: | | | |
| 7.1.IM.A.1: Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes | | | |
| 7.1.IM.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. | | | |
| 7.1.IM.A.3: Analyze 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.A.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. | | | |
| 7.1.IM.A.5: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. | | | |
| 7.1.IM.A.6: Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. | | | |
| 7.1.IM.A.7: Infer the meaning of some unfamiliar words in some new contexts | | | |
| 7.1.IM.A.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. | | | |
| 7.1.IM.B.1: Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. | | | |
| 7.1.IM.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.4: Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. | | | |
| 7.1.IM.B.5: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. | | | |
| 7.1.IM.C.1: Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | | | |
| 7.1.IM.C.2: Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. | | | |
| 7.1.IM.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some | | | |

unfamiliar situations.

7.1.IM.C.4: Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5: Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Common Core:

CCSS.ELA-Literacy.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| Essential Questions | Enduring Understandings |
|---|--|
| <p>Q1: How can learning another language help me in other content areas?</p> <p>Q2: How does Italian fast food compare to American fast food?</p> <p>Q3: How has the American culture influenced the culture of ITALY?</p> <p>Q4: How do verb conjugations help us to communicate precise meanings?</p> <p>Q5: What language structures are important to accurately convey meaning?</p> <p>Q6: Why can't we always translate literally?</p> | <p>U1: The content of the World Language classroom encompasses the entire learning experience.</p> <p>U2: Learning a different language/ culture lead to greater understanding of why people think and act in different ways.</p> <p>U3: Language learning involves acquiring strategies to fill communication gaps.</p> <p>U4: Geography directly influences the culture and communication patterns of people.</p> <p>U5: The study of foreign languages and cultures reinforces and connects content from other disciplines.</p> |
| Content Vocabulary | Academic Vocabulary |
| <p>Common English words used in Italy Such as technology & sports related vocabulary.</p> | <p>Regular and irregular Comparatives, Regular and irregular Superlatives, Comparison of adjectives, people, places</p> |

| Objectives Content/Skill | Strategies/Tasks | Assessment(s) |
|---|---|--|
| <ul style="list-style-type: none"> • Make comparisons of equality and inequality • Express the highest possible degree of a quality. • Discuss the effect of English on Italian • Discuss the Italian tradition of coffee | <ul style="list-style-type: none"> • Modeling use of comparatives • Guided Practice: Compare 2 people using given adjectives • Role play conversation comparing others • Paired Activity: Create a conversation comparing and contrasting selected places, things or people. • Write to learn: Choose 2 famous people and write a comparison of the two. | <p>Summative:</p> <ul style="list-style-type: none"> • Written and oral quizzes & tests. • Presentation of celebrity comparison. • Power Point/Video presentation marketing an American product in Italy. <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation of individual and peer practice. • Question / Answer |

| Resources |
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| <p>Ponti Textbook and Workbook. Internet resources for research purposes: such as www.italia.ms/edicola2000/riviste.html</p> |

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|--|------------------------------------|--------------------|---------|
| Course Name | Italian 4 Honors | Grade Level | 12 |
| Unit #, Title | Unit 3: Rose Rosse (a short story) | Time Frame | 6 weeks |
| Standards | | | |
| Content: | | | |
| 7.1.IM.A.1: Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes | | | |
| 7.1.IM.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. | | | |
| 7.1.IM.A.3: Analyze 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.A.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. | | | |
| 7.1.IM.A.5: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. | | | |
| 7.1.IM.A.6: Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. | | | |
| 7.1.IM.A.7: Infer the meaning of some unfamiliar words in some new contexts | | | |
| 7.1.IM.A.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. | | | |
| 7.1.IM.B.1: Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. | | | |
| 7.1.IM.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.4: Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. | | | |
| 7.1.IM.B.5: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. | | | |
| 7.1.IM.C.1: Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | | | |
| 7.1.IM.C.2: Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. | | | |
| 7.1.IM.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some | | | |

unfamiliar situations.

7.1.IM.C.4: Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5: Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Common Core:

CCSS.ELA-Literacy.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| Essential Questions | Enduring Understandings |
|---|--|
| <p>Q1: How can learning another language help me in other content areas?</p> <p>Q2: How can I learn about the culture of a country by reading short stories in the target language?</p> <p>Q3: How can I read for overall meaning?</p> <p>Q4: How do verb conjugations help us to communicate precise meanings?</p> <p>Q5: What language structures are important to accurately convey meaning?</p> <p>Q6: Why can't we always translate literally?</p> | <p>U1: The content of the World Language classroom encompasses the entire learning experience.</p> <p>U2: Learning a different language/ culture lead to greater understanding of why people think and act in different ways.</p> <p>U3: Language learning involves acquiring strategies to fill communication gaps.</p> <p>U4: Geography directly influences the culture and communication patterns of people.</p> <p>U5: The study of foreign languages and cultures reinforces and connects content from other disciplines.</p> |
| Content Vocabulary | Academic Vocabulary |
| <p>Vocabulary related to police investigation and crime solving.</p> | <p>Direct and Indirect object pronouns Passato prossimo VS imperfetto Adverbs</p> |

| Objectives Content/Skill | Strategies/Tasks | Assessment(s) |
|---|---|---|
| <ul style="list-style-type: none"> • Talk and write about the events and characters within the book <i>Rose Rosse</i>. • Compare and contrast select characters. • Identify verb and their tense when used read or heard aloud. • Write in the target language. | <ul style="list-style-type: none"> • Listen to tape script of selected chapters of <i>Rose Rosse</i>. Student will read along as the text is read aloud. • Independent practice: Make a list of cognates found in the story. • Paired activity: • As each chapter is read, locate verbs in the given and identify the tense. • Group Activity: • Read and discuss events as they occur in the story. • Independent practice: • Read an assigned chapter and write a brief description of your favorite character. • Write a news paper article about an event that occurred in the book. • Write a new ending to the story. | <p>Summative:</p> <ul style="list-style-type: none"> • Written and oral quizzes & tests. • Presentation of news paper article reporting a recent crime. <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation of individual and peer practice. • Question / Answer |

| Resources |
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| <p>Ponti Textbook and Workbook. Italian digital news: such as Oggi, La Repubblica, Il Corriere</p> |

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|--|---|--------------------|---------|
| Course Name | Italian 4 Honors | Grade Level | 12 |
| Unit #, Title | Unit 4: Viaggio a Venezia (a short story) | Time Frame | 5 weeks |
| Standards | | | |
| Content: | | | |
| 7.1.IM.A.1: Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes | | | |
| 7.1.IM.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. | | | |
| 7.1.IM.A.3: Analyze 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.A.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. | | | |
| 7.1.IM.A.5: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. | | | |
| 7.1.IM.A.6: Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. | | | |
| 7.1.IM.A.7: Infer the meaning of some unfamiliar words in some new contexts | | | |
| 7.1.IM.A.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. | | | |
| 7.1.IM.B.1: Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. | | | |
| 7.1.IM.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.4: Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. | | | |
| 7.1.IM.B.5: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. | | | |
| 7.1.IM.C.1: Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | | | |
| 7.1.IM.C.2: Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. | | | |

7.1.IM.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4: Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5: Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Common Core:

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CCSS.ELA-Literacy.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| Essential Questions | | Enduring Understandings | |
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| <p>Q1: How did Venice strategic location shape its culture?</p> <p>Q2: How can I learn about the culture of a country by reading short stories in the target language?</p> <p>Q3: How can I read for overall meaning?</p> <p>Q4: How do verb conjugations help us to communicate precise meanings?</p> <p>Q5: What language structures are important to accurately convey meaning?</p> <p>Q6: Why can't we always translate literally?</p> | | <p>U1: The content of the World Language classroom encompasses the entire learning experience.</p> <p>U2: Learning a different language/ culture lead to greater understanding of why people think and act in different ways.</p> <p>U3: Language learning involves acquiring strategies to fill communication gaps.</p> <p>U4: Geography directly influences the culture and communication patterns of people.</p> <p>U5: The study of foreign languages and cultures reinforces and connects content from other disciplines.</p> | |
| Content Vocabulary | | Academic Vocabulary | |
| <p>Vocabulary related the history, culture, architecture and lifestyle of Venice.</p> <p>Vocabulary related to Carnevale.</p> | | <p>Present tense</p> <p>Past perfect tense</p> <p>Imperfect tense</p> <p>Subjunctive tenses</p> | |
| Objectives Content/Skill | Strategies/Tasks | | Assessment(s) |
| <ul style="list-style-type: none"> • Talk a write about the events and characters of the respective chapters. • Compare and contrast chosen characters. • Discuss the history of Venice | <ul style="list-style-type: none"> • Listen to tape script of selected chapters of Viaggio a Venezia. Student will read along as the text is read aloud. • Independent practice: Make a list of cognates found in | | <p>Summative:</p> <ul style="list-style-type: none"> • Written and oral quizzes & tests. • Presentation of a Carnevale masks made by student along with an explanation of its origin. |

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| <ul style="list-style-type: none"> Explore the tradition of Carnevale and Carnevale masks | <p>the story</p> <ul style="list-style-type: none"> Paired activity: As each chapter is read, locate verbs in the given and identify the tense. Group Activity: Read and discuss an article on the history of Carnevale and its masks and answer related questions. Group Activity: Read and discuss events as they occur in the story. Independent practice: Read an assigned chapter and write a brief description of your favorite character. | <p>Formative:</p> <ul style="list-style-type: none"> Teacher observation of individual and peer practice. Question / Answer |
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Resources

Ponti Textbook and Workbook.
 Viaggio a Venezia book.
 City of Venice Website:
<http://www.comune.venezia.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/1>

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| Course Name | Italian 4 Honors | Grade Level | 12 |
| Unit #, Title | Unit 5: Problemi Sociali(Social Problems) | Time Frame | 6 weeks |
| Standards | | | |
| Content: | | | |
| 7.1.IM.A.1: Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes | | | |
| 7.1.IM.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. | | | |
| 7.1.IM.A.3: Analyze 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.A.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. | | | |
| 7.1.IM.A.5: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. | | | |
| 7.1.IM.A.6: Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. | | | |
| 7.1.IM.A.7: Infer the meaning of some unfamiliar words in some new contexts | | | |
| 7.1.IM.A.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. | | | |
| 7.1.IM.B.1: Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. | | | |
| 7.1.IM.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.4: Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. | | | |
| 7.1.IM.B.5: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. | | | |
| 7.1.IM.C.1: Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | | | |
| 7.1.IM.C.2: Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. | | | |

7.1.IM.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4: Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5: Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Common Core:

CCSS.ELA-Literacy.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| Essential Questions | Enduring Understandings |
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| <p>Q1: How can learning another language help me in other content areas?</p> <p>Q2: How do social problems in Italy compare to those in the US</p> <p>Q3: How can I contribute to the solution for social problems?</p> <p>Q4: How do verb conjugations help us to communicate precise meanings?</p> <p>Q5: What language structures are important to accurately convey meaning?</p> <p>Q6: Why can't we always translate literally?</p> | <p>U1: The content of the World Language classroom encompasses the entire learning experience.</p> <p>U2: Learning a different language/ culture lead to greater understanding of why people think and act in different ways.</p> <p>U3: Language learning involves acquiring strategies to fill communication gaps.</p> <p>U4: Geography directly influences the culture and communication patterns of people.</p> <p>U5: The study of foreign languages and cultures reinforces and connects content from other disciplines.</p> |
| Content Vocabulary | Academic Vocabulary |
| <p>Vocabulary related to social agencies, social issues and volunteering</p> <p>.</p> | <p>Present subjunctive</p> <p>Past subjunctive</p> <p>Imperfect subjunctive</p> |

| Objective Content/Skill | Strategies/Tasks | Assessment(s) |
|--|--|--|
| <ul style="list-style-type: none"> • Write and talk about Social issues in Italy and the US • Write about and discuss volunteer efforts • Express opinions, doubts and desires on various topics. | <ul style="list-style-type: none"> • Modeling use respective Subjunctive tenses • Guided Practice: Complete sentences with the correct form of the subjunctive. • Independent Practice: Using given verbs, make suggestions for solutions of selected social problems • Paired Activity: Create a conversation sharing your interest in a selected social problem and give each other suggestions on how you may help. | <p>Summative:</p> <ul style="list-style-type: none"> • Written and oral quizzes & tests. • Presentation of Poster addressing a social issue and your suggestions for a solution. <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation of individual and peer practice. • Question / Answer |

| Resources |
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| <p>Ponti Textbook and Workbook.</p> <p>Internet resources for research purposes: such as www.italia.ms/edicola2000/riviste.html</p> <p>Italian electronic News papers:</p> <p>Il Corriere: http://www.corriere.it/</p> <p>La Stampa: http://www.lastampa.it/</p> |

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| Course Name | Italian 4 Honors | Grade Level | 12 |
| Unit #, Title | Unit 6: Pinocchio (a short story) | Time Frame | 6 weeks |
| Standards | | | |
| Content: | | | |
| 7.1.IM.A.1: Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes | | | |
| 7.1.IM.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. | | | |
| 7.1.IM.A.3: Analyze 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.A.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. | | | |
| 7.1.IM.A.5: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. | | | |
| 7.1.IM.A.6: Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. | | | |
| 7.1.IM.A.7: Infer the meaning of some unfamiliar words in some new contexts | | | |
| 7.1.IM.A.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. | | | |
| 7.1.IM.B.1: Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. | | | |
| 7.1.IM.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. | | | |
| 7.1.IM.B.4: Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. | | | |
| 7.1.IM.B.5: Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. | | | |
| 7.1.IM.C.1: Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | | | |
| 7.1.IM.C.2: Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. | | | |
| 7.1.IM.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some | | | |

unfamiliar situations.

7.1.IM.C.4: Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5: Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Common Core:

CCSS.ELA-Literacy.CCRA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| Essential Questions | | Enduring Understandings | |
|---|--|--|--|
| <p>Q1: How can learning another language help me in other content areas?</p> <p>Q2: How can I learn about the culture of a country by reading short stories in the target language?</p> <p>Q3: How can I read for overall meaning?</p> <p>Q4: How does Collodi's Pinocchio compare to the Disney version?</p> <p>Q5: What language structures are important to accurately convey meaning?</p> <p>Q6: Why can't we always translate literally?</p> | | <p>U1: The content of the World Language classroom encompasses the entire learning experience.</p> <p>U2: Learning a different language/ culture lead to greater understanding of why people think and act in different ways.</p> <p>U3: Language learning involves acquiring strategies to fill communication gaps.</p> <p>U4: Geography directly influences the culture and communication patterns of people.</p> <p>U5: The study of foreign languages and cultures reinforces and connects content from other disciplines.</p> | |
| Content Vocabulary | | Academic Vocabulary | |
| <p>Vocabulary related to the contents of the novel. Passato prossimo VS imperfetto Passato Remoto (plueperfect)</p> | | <p>Direct and Indirect object pronouns Adverbs</p> | |
| Objectives Content/Skill | Strategies/Tasks | Assessment(s) | |
| <ul style="list-style-type: none"> Talk a write about the events and characters of the respective chapters. Compare and contrast chosen characters. Examine about the social conditions of Italy in1883, when | <ul style="list-style-type: none"> Listen to tape script of selected chapters of Pinocchio. Student will read along as the text is read aloud. Independent practice: Answer related questions after listening to tape scripts of | <p>Summative:</p> <ul style="list-style-type: none"> Written and oral quizzes & tests. Presentation of your own version of one chapter of Pinocchio.(written and illustrated) | |

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| <p>Pinocchio was written.</p> <ul style="list-style-type: none"> Identify a picaresque novel. | <p>chapters.</p> <ul style="list-style-type: none"> Paired activity: As each chapter is read, locate verbs in the given and identify the tense. Group Activity: Read and discuss events as they occur in the story. Paired activity: read selected chapter and prepare a summary to share with the class Independent practice: Read an assigned chapter and write a brief description of your favorite character. Write a news paper article about the events in the story. | <p>Formative:</p> <ul style="list-style-type: none"> Teacher observation of individual and peer practice. Question / Answer |
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| Resources | |
| <p>Ponti Textbook and Workbook. Pinocchio book</p> | |

| Strategies for Differentiation | |
|---|---|
| Students Below Target: | Students Meeting or Exceeding Target: |
| Paired/Group Activity | Role Play |
| Guided practice | SQ3R |
| Role Play | Cooperative Learning |
| QAR | Choice boards |
| Cooperative Learning | Independent Study |
| Choice boards | Interest Based Mini Lessons |
| Tic - Tac - Toe menus | Skill-Based Mini Lessons |
| Learning Buddies | Tiered Products /Activities |
| Varied Rubrics | Choice Menus |
| Mentorships | Advance notice of assignments |
| Small Group Instruction | Review with study skills and strategies training. |
| Visual cues found on worksheets | Teach organizational skills |
| Chunking and grouping of material | Test modifications |
| Advance notice of assignments | Time extensions |
| Review with study skills and strategies training. | |
| Teach organizational skills | |
| Test modifications/time extensions | |