

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

World Language Department

Italian III

Board of Education

Mr. Scott Veisz, President

Mr. Craig Heilman, Vice President

Ms. Jane Luciano

Ms. Shaina Ciacco

Mrs. Sharon DeVito

Mr. Vito Galluccio

Ms. Lisa Temple

Mr. Richard Young

Mr. Christopher Emigholz

Mr. Brian Betze, Superintendent

Dr. Kimberly Tew, Assistant Superintendent

Curriculum Writing Committee
Laura Francolino

Supervisors
Nicole Rossi
Sarah Foster

BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Every individual develops intellectually when provided an array of opportunities to understand and to be understood in the target language. The course material should be authentic and cover cultural identities and issues in the target countries as well as their comparison to our own cultural identity and issues. The end goal is to have students develop a proficiency level in understanding and communicating on personal and global topics by hearing and using the target language frequently.

The thematic approaches included in this curriculum are the expansion of the first three of the six new themes from the revised Advanced Placement Test for several languages, including Italian, French, and Spanish. The remaining three of the six new themes were introduced in Level II. The same remaining three themes will then be expanded upon in Level IV, always recycling what has already been learned, and developing higher order thinking skills along the way. Appropriate grammar and vocabulary will be taught within each theme, and then expanded as the theme is recycled in upper level courses. The activities and rigor of the course will be matched to meet the proficiency guidelines for World Languages outlined in the New Jersey Core Curriculum Standards.

Differentiation is possible within each theme and each communicative mode: interpersonal, intrapersonal, and presentational. All three modes are present in each thematic unit.

The Five Cs of World Language are also included in each thematic unit and support the framework of this course: Communities, Comparisons, Culture, Communication, and Connections. The use of essential questions (asked and answered) and enduring understandings that re-surface and expand will grow with the language learner's ability and skills.

Course Description

Italian III students will continue their journey of the Italian language and culture by re-visiting three of the six new AP Themes: Personal and Public Identity II, Families and Community II, and Beauty and Aesthetics II. Logistically, this will enable them to communicate more effectively in describing themselves, their families and surroundings, and the historic, contemporary, and natural beauty and sights. In the time that has passed since they were introduced to these themes, the students have grown and have faced new opportunities and challenges as adolescents. The community, state, country, and world have undergone changes that will be discussed. The student perception may have changed from the time of introduction to these themes and topics. The students will continue to be stimulated to think on a global level and recognize and appreciate differences in cultures. At an appropriate upper -beginner level, they will combine and recombine thoughts and simple Italian phrases together in speech and in writing. They will comprehend appropriately leveled written and spoken Italian material, based on these themes. Students will learn necessary skills and strategies for successful expressions in the interpersonal, intrapersonal, and presentational modes.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Sentieri Textbook, workbook, and Supersite● Authentic contemporary articles from ELI Italian magazines● Internet● ANSA.it news● teacher-created presentations and organized learning materials● Authentic target-language sites for thematic projects (musicians' social media and home sites, charity sites, on-line stores)	<ul style="list-style-type: none">● appropriate movie segments, music videos, ads (print and multimedia)● In Italiano text segments● Prego! and Eccoci! text segments● Authentic realia (event programs, photos, money, newspapers, tickets, itineraries, etc. brought back from Italia)● Student created materials, even from upper levels● Authentic Italian music lyrics

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: View film *Stanno Tutti Bene* to discuss the characters' feelings and how those feelings affected others and the outcome of the story.

Example 2: Identify (age-appropriate) physical and emotional cues of a certain feeling/emotion from segments of film *Bianca Come il Latta*, *Rosso Come il Sangue*

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: List and discuss how we can motivate ourselves when needed.

Example 2: Discuss how famous Italians (big 4 families, contemporary icons, diverse fashion models) persevered through hard times to turn their lives around or reach a goal.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Comparison of the COVID response of Italia and the USA

Example 2: Discuss how the singer feels from the lyrics of *In Te* and what message he is trying to convey..

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: List ways to improve the conflict of the Scuro family in film *Stanno Tutti Bene*.

Example 2: Analysis of your own family in regards to amoral familism. Who are you really helping?

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on

consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: From presented current events, discuss if the decisions made are ethical and evaluate against a clearly defined ethical criteria

Example 2: Health and well-being: Covid debriefing: Consider ethical standards, safety concerns, and social norms as they impact decision-making

Integration of 21st Century Themes and Skills

Educational Technology

Standards: (8.1.8.B.1, 8.1.8.D.4, 8.1.8.E.1)

- **Technology Operations and Concepts:** Students can create a document using one or more digital applications to be critiqued by professionals for usability. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. **Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).**

Example: Students create a digital portfolio of a local/regional/national Italian holiday including an original ad, local authentic recipe, and event details.

- **Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **Assess the credibility and accuracy of digital content**

Example: Students will discuss and create parameters to assess the credibility of news sources and missing pieces for thematic current events

- **Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **Research and Information Fluency.** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Example: Students will work in pairs to research and create health fair activities for peers, including feedback of results.

Career Ready Practices

Standards: (CRP3,CRP4.CRP5)

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Example: Students will engage in peer-created health fair activities to assess their own well-being and practices for healthy living.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will communicate in the target language via speaking, writing, reading, and listening. They will discuss their roles within their families and the differences between the norms of a family in Italian and in the US.

CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their

actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Example: Students will analyze and judge the budgets allotted for the arts locally and in two cities in Italia.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our

students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, “We are currently preparing students for jobs that don’t yet exist . . . using technologies that haven’t been invented . . . in order to solve problems we don’t even know are problems yet.” Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Italian III

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Personal and Public Identities II	<p>-Students will have a deeper understanding of who they are by describing themselves as individuals, teenage students, NJ residents, and Americans.</p> <p>-Students will gain cultural awareness and appreciation of Italians and describe them in similar categories as above (individuals, students, geographic location, and ethnicity).</p> <p>-The “face of Italy” has changed dramatically in the past 2 decades for various reasons. It continues to change.</p> <p>-Students will gain cultural awareness of the geographic and regional differences in Italy and the effects these have on Italians, immigrants living in Italy, and tourism.</p> <p>-History plays a large role in a group’s public identity and its future.</p> <p>-Students will identify and discuss positive and negative stereotypes within each culture.</p>	Sept-Nov	<p>Oral Questions/ Small Group and Class Discussion</p> <p>K-L-W</p> <p>Homework</p> <p>Written and Oral Responses to Related Video Clips</p> <p>Observations</p> <p>Participatory Rubrics</p>	<p>Oral Presentations</p> <p>Quizzes/Tests</p> <p>Written Assignments</p> <p>Through the Years</p> <p>WL Standards in Action: Where we Live</p>	<p>Esame orale mid-year (based on categories: student choice)</p> <p>Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).</p>	To be determined by teacher

	<p>-Students will explore the impact of positive and negative stereotypes on a personal and public level and propose solutions to fix the issue.</p>		<p>Role Play</p> <p>Dialogues</p> <p>Research Assignments</p> <p>Interviews</p> <p>Think/Pair/Share</p> <p>Classifications of Information</p>			
Families and Communities II	<p>-Families are an extension of us and shape who we are, willingly or unwillingly.</p> <p>-The family unit has evolved on a global level and will continue to evolve.</p> <p>-Family life and the family unit in Italy have changed in the past decades.</p> <p>-Four major families have helped shape Italy's history and culture.</p> <p>-The concept of amoral familism still exists in Italy and is at the heart of family life, to a fault at times.</p> <p>-Our communities are an extension of our family in some places.</p> <p>-Our communities help shape our attitudes as a people and offer us advantages and disadvantages.</p> <p>-Our communities have expanded geographically with the development of technology. We are neighbors just on the other side of the ocean.</p>	Dec-mid-March	<p>Homework</p> <p>Written and Oral Responses to Related Video Clips</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Role Play</p> <p>Dialogues</p> <p>Research Assignments</p> <p>Interviews</p>	<p>RAFT Projects: It Takes a Village</p> <p>Quizzes/Tests</p> <p>Written Assignments</p> <p>Oral Presentations</p>	<p>Esame orale mid-year (based on categories: student choice)</p> <p>Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).</p>	To be determined by teacher

	<p>-Students will identify their current roles within their family and community and project their future roles within each.</p>		<p>Think/Pair/Share</p> <p>Classifications of Information</p>			
Beauty and Aesthetics II	<p>-Beauty can be ugly</p> <p>-Creativity can bring fame and fortune, which can bring problems. Historically, people's creativity cost them their lives, but changed the world.</p> <p>-Creativity can be expressed in numerous ways: writing, art, music, dance, clothing, food, technology, assistance to those in need, etc.</p> <p>-The beauty and aesthetics of a culture drive their economies and livelihoods.</p> <p>-Perspectives differ and impact culture in different ways.</p>	Mid-March-June	<p>Homework</p> <p>Written and Oral Responses to Related Video Clips</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Role Play</p> <p>Dialogues</p> <p>Research Assignments</p> <p>Interviews</p> <p>Think/Pair/Share</p> <p>Classifications of Information</p>	<p>Quizzes/Tests</p> <p>Written Assignments</p> <p>Oral Presentations</p> <p>Student videos: Poetry in Motion</p> <p>RAFT Projects</p>	<p>Esame orale mid-year (based on categories: student choice)</p> <p>Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).</p>	To be determined by teacher

Unit #1: Personal and Public Identities II

<p>Enduring Understandings:</p> <p>Communication:</p> <ul style="list-style-type: none"> Students initiate and sustain longer simple conversations based on vocabulary about self, family, friends, likes and dislikes. Add details for each discussed topic. <p>Culture:</p> <ul style="list-style-type: none"> It is important for students to make observations about themselves and understand relationships in different cultural contexts. Relationships will change with age and environmental impacts. Stereotypes can be positive or negative and impact a culture and economy. <p>Comparisons:</p> <ul style="list-style-type: none"> Cultures can best be understood when compared with our own. <p>Connections:</p> <ul style="list-style-type: none"> Global connections are critical to cultural understanding. <p>Community:</p> <ul style="list-style-type: none"> Individuals make up a community. Communities change over time. There are over 2 million immigrants living in Italy today, creating different needs and challenges to tradition. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I tell others about me and things that are important to me when there is a language barrier? Who are Italians today? What do they look like? Who are we and what is important to share about ourselves and others? What limitations should there be on sharing about ourselves? Who should decide? How can we best communicate our preferences and personalities in a culturally appropriate way? What is a good way to understand people from other cultures? Do Italy and the US have the same products and practices? How can we understand ourselves better through others? How does history play a role in our identity and possibly our future? How are cultures categorized or stereotyped? Am I a stereotype? Do I stereotype, and why? How can we stop negative stereotyping? How do I choose what's important to me now and in the future? Are there limitations and who places them?
---	---

Interdisciplinary Connections

MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Example: Students will describe likely activities based on a group's geography and culture and their impact on resources.

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness

Example: Students will identify ways to stay “well” COVID and other stressful situations. Discuss how they differ from everyday well practices.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Example: Give examples of stereotypes of Italians in movies and TV. List positive and negative aspects on the specific region or culture as a whole. . Present possible solutions to negative stereotyping..

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	How can I tell others what is important to me?	Categorize important elements of your life. Create a list of questions you'd like to ask a new person, then personally answer a classmate's list.	Tri-omino puzzle Class readings and discussion Missing song lyrics	Grammar Resources: Tenses: progressive, review of interrogatives & passato prossimo, trapassato, and simple future tenses. Comparatives, (regular & irregular) superlatives.	Draw It! (based on what is described) Written and verbal quizzes
7.1	How do I find out about preferences of other people?	Describe your past and present likes and dislikes based on various times in your life and environment. Ask others about their preferences.	Four Corners 20 questions Interviews		Worksheets
7.1 7.2	What can I learn about a culture through the trends on social media of that country? Do they have the same norms as the US?	Predict your likes and dislikes in 10, 20, & 50 years. Describe likely activities based on a group's geography and culture.	Dialogues Plus One Graphic organizers to compare and contrast	Song lyrics, missing words Articles from ELI magazines Vocabulary for houses	Project rubric assessments Class participation Responses to discussion questions Daily Homework
	What geographical and environmental issues	Health and well-being: Post/Existing COVID worlds and approaches to problems in Italia and the US. What are good practices to stay			

7.1 7.2	shape a person and culture's identity? How does this differ in Italian speaking countries? (Italia, Switzerland, San Marino, Vatican City)	<p>safe with any situation? Brainstorm ways that we stay healthy with available community resources. Create and implement a health fair .</p> <p>Find a house or apartment to purchase in Italy. Explain why you chose that area. Compare & contrast it to your existing abode.</p>	<p>CLOSE readings</p> <p>CLOZE & info gap activities</p> <p>Letter writing</p> <p>T/P/R/S discussion and presentation</p> <p>Fishbowl</p>	<p>Italian print & TV ads</p> <p>Current Text: <i>Sentieri</i></p> <p>+ Supersite</p> <p>Mignone : <i>Italy Today : Facing the Challenges of the New Millenium</i></p>	<p>In class assignments and presentations</p> <p>Ticket to leave</p> <p>Two Truths and a Lie</p> <p>WL Standards in Action: Where we Live</p>
7.1	What restrictions and opportunities do our geographic locations offer historically and now? How do the products and practices differ from Italia to the USA?	<p>Share your opinion about the Italian way presented in the film segment. What do the characters do that you approve or disapprove of? What do you predict will become of the characters? Is the relationship/interaction between children and adults similar to here?</p>	<p>K-L-W Chart</p> <p>Team Colors/board</p> <p>Class newspaper: anti-stereotyping campaign</p>	<p>Current Events : various assigned topics/ongoing</p> <p>Text excerpts: Prego!, Parliamo Italiano</p>	
7.2	How are cultures categorized or stereotyped? Who should we break negative ones and why?	<p>Give examples of stereotypes of Italians in movies and TV. List positive and negative aspects. Present possible solutions to negative stereotyping.</p>		<p>Film segments: <i>Bianco Come il Latte, Rosso Come il Sangue, Fuori Classe Terza/ Ali Ha Gli Occhi Blu</i></p> <p>Internet: FB.it, fan pages: sports, film, talkshow</p> <p>Live discussion with members of NIAF & OSIS & NJIAHC</p> <p>Newspapers: Order of Sons of Italy article stereotyping</p> <p>Italian housing sites & IKEA.it</p>	

Robbinsville Public Schools

Unit #2: Families and Communities II

<p>Enduring Understandings:</p> <p>Communication:</p> <ul style="list-style-type: none"> Students will engage in and sustain longer simple conversations about their family and community. Students will learn and use expressions of compassion and understanding when engaged in conversations expressing opinion. <p>Cultures/ Comparisons/ and Connections:</p> <ul style="list-style-type: none"> Students will understand differences in cultural practices such as education. Regional differences in the US and in Italia will be compared and discussed addressing ethnic diversity. Italy is challenged by immigration issues, creating tension between Italy & the EU. Our communities help shape our attitudes as a people and offer us advantages and disadvantages. -Our communities have expanded geographically with the development of technology. We are neighbors just on the other side of the ocean 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What constitutes a family? How do family structures and values differ? How can family influence our opinions? What is a good way to express our opinion? How has the family structure evolved in Italy & the US? Does Italy have and support diverse family units? What is an ideal education system for you? How do educational systems around the world differ and why? What are the pros & cons of them? How do we best measure a good educational program? How do regional differences impact family and education? What discrimination challenges exist in Italy & the US? How does a community support its individuals? Do all communities have a positive impact on their individuals? How far does our community reach?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>Example: Students will discuss the roles of families, schools, and individuals within a community.</p> <p>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time</p> <p>Example: Research and present the 4 iconic families that shaped Italia.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	How can I describe my family?	Describe family members; Pets –assign a new pet for various family members: tell what characteristics helped you make the match Tell your family’s journey of how you arrived in Robbinsville. Tell how your family & life would be different if certain factors existed. Interview an RHS staff member and tell his/her story. Priorities: levels of importance and the effects of time. Create a list of 10 issues. Interview a close family member on the issues. (in the target language—writing reflection: how closely do your views match? Draw a family tree or timeline of the important families. Plot their territories on the map. Research 3 possible schools for similarities in schedules, offerings, and demographics. Present the preferred aspects of each. View film <i>Stanno Tutti Bene</i> . Describe the main character’s interaction to his family	Class readings and discussion	Vocabulary sheets: enhanced & review of family members & animals	Daily homework
7.1	What’s a “normal” family? US & Italy		Missing song lyrics		Pair round robin in-class presentations
			Four Corners		
			20 questions	Grammar:	Quizzes on vocabulary and grammar points
7.2	What is amoral familism? Why is it important and prevalent in Italy? Does it exist in the US?		Interviews	Identification of Passato Remoto.	
			Dialogues		Draw It! (based on what is described)
7.1	Who takes care of the young & old at home?		Plus One—add another element	Pronoun agreement in past tenses. Reflexive verbs,	Written and verbal quizzes
7.2	Who should? – US & Italy		Graphic organizers to compare and contrast	Conditional & conditional past tenses	Worksheets
			Letter writing	Practice worksheets	Project rubric assessments
7.1	How and why did/does my family influence my opinion about topics?		T/P/R/S discussion and presentation	Current Text; <i>Sentieri</i>	Class participation
7.2			Fishbowl	+ Supersite	
			K-L-W Chart		Rubric assessed class presentation
	Who are the famous families of Italia? De’Medici, Savoia, Borghese, Sforza		Team Colors/board	Text excerpts: Pregol, Parliamo Italiano	
			RAFT to present changes over time to the family structure	Video segment : La Scuola, Fiorillo	Gallery walk rubric assessed poster
			Create an interview with a partner during which you express your opinion.	Short Story : Parole Sporchi	
7.1	What schools in Italian-speaking countries are similar to RHS?				Pair in class rubric assessed

7.2	Ideally, what could become our sister school?	and relationship to his community. What would/should he change? Why?	Socratic Seminar CLOSE readings	Articles from ELI magazines	dialogue/skit presentation
7.1	How does a community impact its individuals?			Family interviews & photos	Quizzes about regions and maps
7.2	How do individuals impact their community?	Research and present the 4 iconic families that shaped Italia.	CLOZE & info gap activities Current Events : various assigned topics/on-going Graphic depiction of research in a poster format. writing, acting Identify the regions of Italia. K-L-W Chart Create a power point or prezi about your region. Include Google maps and pinpoint important areas. Attach icon to classroom map for each region. Listen to regional dialects. Sequencing events in a movie CLOSE readings CLOZE & info gap activities Current Events : various assigned topics/ongoing	ANSA.it/on-line news Graphic organizers Internet Authentic readings Grammar: : Conditional of Modal verbs dovere, volere, potere. Ci & Ne, Ordinal numbers, Indefinite adjectives Classroom maps of Italia and icons from each region ANSA.it/on-line news Italia Contemporanea: video segments on dialects/ YouTube: Joe Avati	Rubric assessed in-class presentations Poster rubrics

				Articles on ROM Film: Stanno Tutti Bene Socratic Seminar	
--	--	--	--	--	--

Robbinsville Public Schools

Unit #3: Beauty and Aesthetics II

<p>Enduring Understandings:</p> <p>Communication:</p> <ul style="list-style-type: none"> Students will engage in longer simple conversations about the definition of creativity and art. Students will learn and use expressions of comparison and negatives to communicate preferences, likes and dislikes. <p>Cultures/ Comparisons/Connections:</p> <ul style="list-style-type: none"> Students will consider the lives and works of famous people and what makes them stand out as individuals. Students will compare the works of various important Italian poets. Students will explore the importance of creativity to a country's, identity, culture, and history. The beauty and aesthetics of a culture drive their economies and livelihoods. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What is the price we pay for beauty, today and historically? How do we define and express creativity? What do our artistic preferences tell us about ourselves? What role have the arts played in the history of Italy and today? If the arts are so important, why are the budgets to maintain them always cut? How do communities keep the arts alive and why should they? What creative expressions are new to me? How can the same event be expressed in various forms of art? How does the perspective change?
<p style="text-align: center;">Interdisciplinary Connections</p> <p><u>6.1.2.EconET.1</u>: Explain the difference between needs and wants</p> <p>Example: Students will define beauty and applications to personal, public, local, and national levels--how much should we spend?</p> <p><u>1.5.12acc.Cn11a</u>: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p>Example: Students will find different expressions of art for the same historical event and define its perspective.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	How do we define creativity?	Choose a famous expression of creativity and change its appearance, medium, rhythm, etc. Present it to the class.	Graphic web organizer.	Dictionaries, i-phones and/or	Daily homework
7.1	In what ways are you creative?	Student –driven vocabulary lists	Gallery walk: new & improved?	Internet-based resources to build vocabulary	In-class participation in partnered activities
7.1	How much does our community/state spend on the arts?	Compare how much money has been allotted to the arts in Mercer County over the past 10 years. Predict how much is spent in Firenze and Vibo Valentia annually.	Venn diagrams with a partner.	Power Point	Rubric assessed poster and presentation
7.2			Brainstorming	Articles from ELI magazines	
7.2	Who are the big names in creativity in Italy and why?	Read authentic text about famous artistic creations/people/events	Emotion activation brainstorming activities	Grammar:	Essay: Ten Italians I would want to meet in the Universe and why.
7.2		Find different expressions of art for the same event and define its perspective	Predictions	Student driven vocabulary lists	Student videos: poetry in motion
7.2	Dante who?	Trace the development of Standard Italian through Dante’s main works	Think/Pair/Share	& present and past subjunctive tenses,	Current events rubric
7.2	How is poetry similar and different in the US & Italy? Who are the great Italian poets?	Develop a board game based on Dante’s works.	Constructive reading task (assembling the story)	Interjections, negative expressions,	
7.1	How do Beauty & Aesthetics influence a culture’s economy, lifestyle, and livelihood?	Write an email to your friends in Book Club suggesting the next Italian poetry collection you should all read and why.	TPRS	Si impersonale, conjunctions	
7.2		Develop questions answered by the text	Interviews: tape ball	Poetry	
7.1			Re-ordering information	Internet: You Tube: Dante Alighieri’s poetry in rap	
7.2	What factors are crucial?	You just got hired to write a travel blog for Fodor’s. You have been assigned the creation of 10	Fish bowl	Excerpts: Dante Alighieri (& Jean	
			Presentations		
			Acting		
			Draw it! mental imaging		
			One minute with a pen—continuous writing reflection		

		<p>must-see/must experience for an area of Italy.</p> <p>ABCs of Italia: list an Italian icon for every letter of the Italian alphabet: give a portion of the list to another group to plot on a map with some detail.</p>		<p>Hollander) La Divina Commedia</p> <p>Illustration: Purgatorio & levels</p> <p>Video: Dante in 10 minutes</p>	
--	--	--	--	---	--

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>