

# **Cedar Grove School District**

## **Cedar Grove, NJ**

**2017** | **Grade 11**

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# **Italian III**



*Revised 2017*

*Approved by the Cedar Grove Board of Education*

Superintendent of Schools  
**Mr. Michael J. Fetherman**

Board of Education  
Mrs. Christine Dye, President  
Mr. Frank Mandala, Vice-President  
Mr. Peter Prvulovic  
Mr. David Schoner  
Mr. Vincent Vollero

# Italian III

## Course Description

**RATIONALE:** The American Council on the Teaching of Foreign Languages (here forth *ACTFL*) proficiency guidelines are descriptions of what individuals can and cannot do regarding the four skills of speaking, reading, writing and listening. There are five major levels of proficiency into which individuals fall: Distinguished, Superior, Advanced, Intermediate and Novice. The three major levels Advanced, Intermediate and Novice are subdivided into High, Mid and Low levels. These guidelines describe the continuum of proficiency from that of the highly articulate and well educated language users at the distinguished level to an individual who has little or no functional ability, or the Novice –Low skill level. These guidelines are used in conjunction with the National Standards for Foreign Language Learning to describe how well students meet content standards.

**OVERVIEW:** Regarding the skills of **Speaking and Listening**, students at the ITALIAN III level enter with 2 years prior study in Italian language background or knowledge. Therefore, at this stage of learning, students will continue to be given a strong grammatical background so that by the end of the year, they will be able to communicate and handle with ease a large number of communicative tasks. They achieve this through the use, memorization and application of circumlocution and rephrasing as tools to extricate the correct responses. Students will communicate their thoughts and desires as well as extract necessary and important information on the Advanced Low level, however, they will not be able to sustain performance at a superior level. They will be able to manage conversation in a variety of time frames with sufficient accuracy and will be understood by native speakers. They will be able to comprehend the main ideas with supporting details. Comprehension will be mostly situational. Advanced grammatical mistakes will be evident.

Regarding the skill of **Writing**, Students will attain the level of ACTFL Advanced Low Level. This means that they will be able to write essays in a variety of time frames and write straightforward summaries. They will have good control however they will tend to be redundant at times. They will be able to write at least 50 sentence compositions on the following topics: childhood, routine, vacations, pastime activities, school, sports, what life was like, what they would do, ideal house they will have, dialogues shopping in stores, going to restaurants, train stations, travel agencies, coffee bars (all tenses up to the present and past subjunctive).

**Reading** skills at the Italian III level will result in the Advanced Low levels according to ACTFL standards. At this level, the students will be able to understand narrative and descriptive texts even though their comprehension might be uneven. These texts will be vocabulary heavy and the readers will understand the main ideas with some supportive details





## Italian III

### Unit: Ripasso Generale Presente al Imperfetto

Cedar Grove High School



Week 1 - Week 8

#### Stage 1: Desired Results

##### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Intermediate-High

#### A. Interpretive Mode

##### Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

**7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.

**7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

**7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

**7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.

**7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

**7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

#### B. Interpersonal Mode

##### Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.

- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

#### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice.**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these

perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- Accurately communicate in a foreign language on the following topics: presentation and introduction, use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own, describe daily routine, school and pastime activities, time, weather, vacation, home, restaurant experiences using regular and irregular verbs and their idiomatic expressions in the passato prossimo and imperfetto tenses correctly

**Essential Questions**

**ALL TENSES**

- How do I communicate presentations, descriptions of self and family, daily routines, pastime activities, school and social events, vacations and leisure time activities in the present, passato prossimo, imperfetto, trapassato and future verb tenses in Italian?
- How do I extract information in the future tense from others of the Italian culture?
- How do I effectively and accurately communicate to Italian speaking people?
- How do I extract the aforementioned information from them accurately and politely?
- How do I express all of the above in the present, passato prossimo, imperfetto tenses?

**Content**

- **TOPICS REVIEWED:** Pronunciation and diction, numbers, days of the week, months of the year, greetings, feelings, likes, physical descriptions, geography, regions, definite and indefinite articles, clothes, time, subjects, singular/plural, possession (simple) è di me, directions, interrogatives, daily activities, routines, school activities and sports, weekend activities, summer and vacation activities, ARE/ARSI; ERE/ERSI; IRE/IRSI Verbi Irregolari, Ideal house, Body parts, Family, Food, Vacations
- **VERBS:** Dovere, potere, volere, additional ARE, IRE, ERE verbs in relation to above topics.
- **CHAPTERS COVERED:** Unità Preliminario, Una, Due e Tre: pp 4-146; Unità 6 pp 256-258, 239-240, 269-270; Unità 7 pp. 272-285.
- **CULTURE COVERED:** REGIONI SICILIA, CALABRIA, PUGLIA.
- **ESSAYS: Presentazione/Routine; Weekend Activities, Vacation, Childhood, House** (Present e passato prossimo e imperfetto tense all of them 40 frasi)

**Skills**

- Describe and extract information regarding daily activities
- Discuss daily routine, pastime, weekend, party activities in all verb tenses
- Create dialogues regarding above information in all tenses (presente, passato prossimo, imperfetto, trapassato)
- Review vocabulary for classes, morning routine, daily activities, school schedule and activities at school and after school, vacations and pastime activities
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the present tense
- Identify extracurricular activities
- Use affirmative and negative
- Speak ad lib on pastime activities, afterschool activities and vacations
- Give and extract information regarding sports

<ul style="list-style-type: none"> <li>• <b>ORAL TESTS:</b> Varied based upon all above information</li> </ul>	
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>• <b>Oral Tests</b> <ul style="list-style-type: none"> <li>• Dialogues, conversations, presentations</li> </ul> </li> <li>• <b>Written Tests</b></li> </ul>	<p><b><u>Summative Assessment</u></b></p> <ul style="list-style-type: none"> <li>• <b>Essay Tests</b> <ul style="list-style-type: none"> <li>• Extended Essay</li> </ul> </li> </ul>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Instructor to student contact class-wide use of vocabulary and verbs</li> <li>• Group Dialogues and interaction in target language</li> <li>• Multiple intelligences activities/Visual aids to prevent use of English</li> <li>• Student oral production</li> <li>• Performance assessments both oral and written, adlib and prepared</li> <li>• Technology infusion/PowerPoints/audio</li> <li>• Differentiated Instruction/ Visual and abstract</li> <li>• Study</li> <li>• Use of music and History</li> <li>• Review and reinforce all previously learned information</li> <li>• Review dialogues using vocabulary</li> <li>• Review Compare and contrast people and culture</li> <li>• Review vocabulary for: presentations, geography, classes, school supplies, class schedule, classroom items, feelings, daily activities, desires, wants, dislikes, likes</li> <li>• Review vocabulary.</li> <li>• Review extracurricular activities</li> <li>• Review Use of affirmative and negative words</li> <li>• Review Comparing likes vs dislikes and why</li> <li>• Review uses all verbs and tenses</li> <li>• Review history and culture</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011</li> <li>• Authors: Branciforte, Suzanne and Di Fabio, Elvira</li> <li>• On line activities: <i>Prego!</i> and <i>Quia!</i></li> <li>• PowerPoint presentations</li> <li>• Information provided by professor: first hand from Italy</li> <li>• Visual aides provided by professor</li> <li>• Italian-American film</li> <li>• Technology and visual resources provided by teacher</li> <li>• <i>iTunes</i>: Music in target language</li> <li>• <i>Youtube.com</i>: cartoons in target language</li> </ul>



## Italian III

**Unit:** Com'era la vita? Narrazione

Cedar Grove High School



Week 9 - Week 14

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

##### NJ: Intermediate-High

##### A. Interpretive Mode

###### Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

##### B. Interpersonal Mode

###### Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.

- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice.**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with

those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

### Enduring Understandings

- Accurately communicate in a foreign language on the following topics: presentation and introduction, use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own, describe daily routine, school and pastime activities, time, weather, vacation, home, restaurant experiences using regular and irregular verbs and their idiomatic expressions in the passato prossimo and imperfetto tenses correctly
- Compare childhood activities - cultural exchange of past events.

### Essential Questions

- How do I present and describe myself, my family and friends, town, likes and dislikes to others?
- How do I extract information on the aforementioned topics from others of the Italian culture?
- How do I effectively and accurately communicate my daily routine, school and pastime activities, vacations, sports, restaurant experiences, time, weather, age, and descriptions to Italian speaking people?
- How do I differentiate when to use the Imperfetto vs the PassatoProssimo verb tense?
- How do I extract the aforementioned information from them accurately and politely?
- How do I do all of this in the passato prossimo and imperfetto tenses in Italian correctly?

### Content

- **TOPIC COVERED:** PASSATO PROSSIMO vs IMPERFETTO (all activities to be described in the above tenses stressing narration and story-telling. Verb tenses are complicated and require ample time with many communicative and grammatical activities: both groupwork and individual exercise). Distinction made between verbs that use Essere or Avere and reasons why: Verbs that require Essere fall into four major categories: 1) movement (point of arrival/departure), 2) RSI verbs (reflexive and reciprocal); 3) State of being; 4) nonliving subject. All others require Avere. Distinctions made between Imperfetto and Passato Prossimo and proper usage to clearly narrate past events accurately.
- **VERBS:** ALL above verbs drilled and used in the Passato Prossimo/ Imperfetto
- **CHAPTERS COVERED:** Unità 3 pp. 150-155; Unità 5 pp 214-215, 229-230; Vocabolario fino a pp 186, 197-20; Unità 6 pp 246-247. (+ all previous material/vocabulary pp. 409-412, 419-422, 426-437

### Skills

- Describe and extract information regarding daily and childhood activities in the imperfetto
  - Discuss daily routine using new verbs and vocabulary
  - Create dialogues regarding daily activities and childhood activities
  - Review vocabulary for classes, school schedule and activities at school and after school
  - Apply new verbs and vocabulary to daily life.
  - Identify extracurricular activities
  - Use affirmative and negative
- speak ad lib on pastime activities, afterschool activities and vacations
- Give and extract information regarding sports
- \* USE BOTH THE IMPERFETTO AND PASSATO PROSSIMO TO NARRATE STORIES IN THE PAST

<ul style="list-style-type: none"> <li>• <b>CULTURE COVERED:</b> Panzerotti, Napoli/Puglia/Basilicata, Lazio and Italian American portrayal in film (anti-defamation): <i>The Untouchables, Donnie Brasco.</i></li> <li>• <b>ESSAYS:</b> Routine; Vacation; Weekend activities: Written in PASSATO PROSSIMO (50+ sentences each); Com'eri da bambino/a? Cosa facevi sempre durante il giorno? Al weekend? Come passavi le vacanze? Cosa facevi a scuola?;</li> <li>• <b>ORAL TESTS:</b> Che cosa hai fatto ieri? In vacanza? Com'eri da bambino? Dialogues</li> </ul>	
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**Stage 2: Assessment Evidence**

<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Oral Tests</li> <li>• Written Assessments</li> </ul>	<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Descriptive Narrative essays</li> </ul>
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**Stage 3: Learning Plan**

<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Instructor to student contact class-wide use of vocabulary and verbs</li> <li>• Group Dialogues and interaction in target language</li> <li>• Multiple intelligences activities/Visual aids to prevent use of English</li> <li>• Student oral production</li> <li>• Performance assessments both oral and written, adlib and prepared</li> <li>• Technology infusion/PowerPoints/audio</li> <li>• Differentiated Instruction/ Visual and abstract</li> <li>• Study</li> <li>• Use of music and History</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011</li> <li>• Authors: Branciforte, Suzanne and Di Fabio, Elvira</li> <li>• On line activities: <i>Prego!</i> and <i>Quia!</i></li> <li>• PowerPoint presentations</li> <li>• Information provided by professor: first hand from Italy</li> <li>• Visual aides provided by professor</li> <li>• Italian-American film</li> <li>• Technology and visual resources provided by teacher</li> <li>• <i>iTunes:</i> Music in target language</li> <li>• <i>Youtube.com:</i> cartoons in target language</li> </ul>
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## Italian III

Unit: La vita nel futuro

Cedar Grove High School



Week 15 - Week 16

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

**NJ: Intermediate-High**

#### **A. Interpretive Mode**

**Linguistic:**

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

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- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

#### **B. Interpersonal Mode**

**Linguistic:**

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.

- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

#### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural

products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- Accurately communicate in a foreign language on the following topics: presentation and introduction, use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own, in the future tenses.

**Essential Questions**

- How do I communicate presentations, descriptions of self and family, daily routines, pastime activities, school and social events, vacations and leisure time activities in the future verb tenses in Italian?
- How do I extract information in the future tense from others of the Italian culture?
- How do I effectively and accurately communicate to Italian speaking people?
- How do I extract the aforementioned information from them accurately and politely?
- How do I use the future tenses to convey what my life will be like and to convey probability?

**Content**

- **TOPIC COVERED:** FUTURO (all activities to be described in the above tenses stressing narration and story telling. Verb tenses are complicated and require ample time with many communicative and grammatical activities: both groupwork and individual exercise).
- **VERBS:** ALL above verbs drilled and used in the Futuro tenses
- **CHAPTERS COVERED:** Unità 3 pp. 150-155; Unità 5 pp 214-215, 229-230; Vocabolario fino a pp 186, 197-20; Unità 6 pp 246-247. (+ all previous material/vocabulary pp. 409-412, 419-422, 426-437
- **CULTURE COVERED:** Panzerotti, Napoli/Puglia/Basilicata, Lazio and Italian American portrayal in film (antidefamation): *The Untouchables, Donnie Brasco*
- **ESSAYS:** Routine; Vacation; Weekend activities: Written in FUTURO: Come passerai la vacanza? Cosa farai domani? Cosa farai questo weekend? (all above information/vocabulary recycled and description of life activities in Future tense)
- **ORAL TESTS:** Che tipo di vita avrai fra 10 anni? Come sarà la vita? Cosa avrai fatto fra 10

**Skills**

- Describe and extract information regarding daily activities
- Discuss daily routine, pastime, weekend, party activities in the future tenses
- Create dialogues regarding above information in the future
- Create dialogues to speak about life and vacations in the future
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the future tenses
- Use affirmative and negative
- speak ad lib on pastime activities, afterschool activities and vacations
- Give and extract information regarding sports

anni? Dialogues	
<b>Stage 2: Assessment Evidence</b>	
<u><b>Formative Assessment</b></u> <ul style="list-style-type: none"> <li>• <b>Written Tests</b></li> <li>• <b>Oral Tests</b></li> </ul>	<u><b>Summative Assessment</b></u> <ul style="list-style-type: none"> <li>• <b>Essay Tests</b></li> </ul>
<b>Stage 3: Learning Plan</b>	
<u><b>Learning Activities</b></u> <ul style="list-style-type: none"> <li>• Instructor to student contact class-wide use of vocabulary and verbs</li> <li>• Group Dialogues and interaction in target language</li> <li>• Multiple intelligences activities/Visual aids to prevent use of English</li> <li>• Student oral production</li> <li>• Performance assessments both oral and written, adlib and prepared</li> <li>• Technology infusion/PowerPoints/audio</li> <li>• Differentiated Instruction/ Visual and abstract</li> <li>• Study</li> <li>• Use of music and History</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>• Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011</li> <li>• Authors: Branciforte, Suzanne and Di Fabio, Elvira</li> <li>• On line activities: <i>Prego!</i> and <i>Quia!</i></li> <li>• PowerPoint presentations</li> <li>• Information provided by professor: first hand from Italy</li> <li>• Visual aides provided by professor</li> <li>• Italian-American film</li> <li>• Technology and visual resources provided by teacher</li> <li>• <i>iTunes</i>: Music in target language</li> <li>• <i>Youtube.com</i>: cartoons in target language</li> </ul>



## Italian III

Unit: Ripasso Generale Midterms and Midterms  
Cedar Grove High School



Week 17 - Week 20

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

NJ: Intermediate-High

#### A. Interpretive Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

#### B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.

- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

#### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice.**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these

perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- Accurately communicate in a foreign language on the following topics: presentation and introduction, use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own,

**Essential Questions**

- How do I communicate presentations, descriptions of self and family, daily routines, pastime activities, school and social events, vacations and leisure time activities in the present, passato prossimo, imperfetto, trapassato and future, conditional, subjunctive verb tenses in Italian?
- How do I extract information in all these tenses from others of the Italian culture?
- How do I effectively and accurately communicate to Italian speaking people?
- How do I extract the aforementioned information from them accurately and politely?
- How do I express all of the above in the present, passato prossimo, imperfetto and futuro, congiuntivo, condizionale tenses?

**Content**

- INTENSE REVIEW OF INFORMATION LEARNED FROM SEPTEMBER TO JANUARY IN PREPARATION FOR MIDTERM EXAMS.
- **TOPIC COVERED:** Narration of past events and Future Events
- ARE verbs, daily activities, routines, school activities and sports,
- weekend activities, summer and vacation activities,
- ARE/ARSI; ERE/ERSI; IRE/IRSI Verbi Irregolari, Ideal house, Body parts, Family, Food, Vacations
- PASSATO PROSSIMO (all above activities to be described in the PassatoProssimo tense. Verb tense is complicated and requires ample time with many communicative and grammatical activities: both groupwork and individual exercise). Distinction made between verbs that use Essere orAvere and reasons why: Verbs that require Essere fall into four major categories: 1) movement (point of arrival/departure), 2) RSI verbs (reflexive and reciprocal); 3) State of being; 4) nonliving subject. All others require Avere.

**Skills**

- Review and reinforce all previously learned information
- Review dialogues using vocabulary
- Review Compare and contrast people and culture
- Review vocabulary for: presentations, geography, classes, school supplies, class schedule, classroom items, feelings, daily activities, desires, wants, dislikes, likes
- Review vocabulary.
- Review extracurricular activities
- Review Use of affirmative and negative words
- Review Comparing likes vs dislikes and why
- Review uses all verbs and tenses
- Review history and culture

<ul style="list-style-type: none"> <li>• Imperfect tense and Imperfect vs Passato Prossimo</li> <li>• Futuro e Futuro Anteriore tenses</li> <li>• <b>CULTURE COVERED:</b> REGIONI SICILIA, CALABRIA, PUGLIA; Panzerotti, Napoli/Puglia/Basilicata, Lazio and Italian American portrayal in film (anti-defamation): <i>The Untouchables</i>, <i>Donnie Brasco</i></li> <li>• <b>VERBS:</b> Passato Prossimo, Imperfetto, Futuro, Presente</li> <li>• <b>CHAPTERS COVERED:</b> Unità Preliminario, Una, Due e Tre: pp 4-146; Unità 6 pp 256-258, 239-240, 269-270; Unità 7 pp. 272-285; Unità 3 pp. 150-155; Unità 5 pp 214-215, 229-230; Vocabolario fino a pp 186, 197-20; Unità 6 pp 246-247. (+ all previous material/vocabulary pp. 409-412, 419-422, 426-437)</li> </ul>	
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**Stage 2: Assessment Evidence**

<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Oral Assessments</li> </ul>	<p><b><u>Summative Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Written Assessments</li> </ul>
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**Stage 3: Learning Plan**

<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Instructor to student contact class-wide use of vocabulary and verbs</li> <li>• Group Dialogues and interaction in target language</li> <li>• Multiple intelligences activities/Visual aids to prevent use of English</li> <li>• Student oral production</li> <li>• Performance assessments both oral and written, adlib and prepared</li> <li>• Technology infusion/PowerPoints/audio</li> <li>• Differentiated Instruction/ Visual and abstract</li> <li>• Study</li> <li>• Use of music and History</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011</li> <li>• Authors: Branciforte, Suzanne and Di Fabio, Elvira</li> <li>• On line activities: <i>Prego!</i> and <i>Quia!</i></li> <li>• PowerPoint presentations</li> <li>• Information provided by professor: first hand from Italy</li> <li>• Visual aides provided by professor</li> <li>• Italian-American film</li> <li>• Technology and visual resources provided by teacher</li> <li>• <i>iTunes</i>: Music in target language</li> <li>• <i>Youtube.com</i>: cartoons in target language</li> </ul>
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## Italian III

Unit: Cosa faresti? Al condizionale

Cedar Grove High School



Week 21 - Week 23

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

**NJ: Intermediate-High**

#### **A. Interpretive Mode**

**Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

#### **B. Interpersonal Mode**

**Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.

- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

#### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these

perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- To exchange cultural differences and similarities through the communication of Conditions, pastime and vacation activities in Italian promote peaceful coexistence and understanding among cultures.

**Essential Questions**

- How do I communicate in and use the conditional present and past tenses in Italian?
- How do I extract information in these tenses from others of the Italian culture?
- How do I effectively and accurately communicate to Italian speaking people?

**Content**

- **TOPICS COVERED:** Introduce CONDIZIONALE presente and past tense. Descriptions possible activities contingent upon condition, narration of events of “future in the past” actions (he said that he would....). All vocabulary recycled with supplemental activity vocabulary added.
- **VERBS:** ALL VERBS CONDIZIONALE tense. Use the conditional for polite conversations and requests.
- **CHAPTERS COVERED:** Unità 7: pp 297-299, 303-304, 308-310; 316-317. All clothing vocabulary and clothing industry terms recycled and taught.
- **CULTURE COVERED:** Italian life: diversity of living conditions in North as compared to South of Italy. Italian Language films: Johnny Stecchino; Ciao Professore . La Moda in Italia (Italian fashion)
- **ESSAYS:** Essays written in conditional tense: Cosa faresti con 2 milioni di dollari? Cosa faresti domani se non dovessi venire a scuola? Cosa passeresti una vacanza nelle isole? Come ti comporteresti e cosa faresti se fossi stato invitato a una festa di Hollywood? (in dettagli: cosa ti metteresti, come andresti/arriveresti, mangeresti...)
- **ORAL TESTS:** Dialogo usando il condizionale per parlare di una serata elegante.

**Skills**

- Describe and extract information regarding daily activities
- Discuss daily routine, pastime, weekend, party activities in the conditional tense
- Create dialogues regarding above information in the conditional
- Create dialogues to speak about life and vacations in the conditional
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the conditional tense
- Use affirmative and negative speak ad lib on pastime activities, afterschool activities and vacations
- Give and extract information regarding what one would do in hypothetical and real situations
- Propose Ideas and interests in the conditional tense

**Stage 2: Assessment Evidence**

**Formative Assessment**

- Oral Tests
- Written Tests

**Summative Assessment**

- Extended Essay
  - Cosa faresti con 2 milioni du dollari? Cose

<ul style="list-style-type: none"> <li>• <b>Other Oral Assessments</b></li> </ul>	<p>faresti domani se non dovessi venire a scuola? Cosa passeresti una vacanza nelle isole? Come ti comporteresti e cosa faresti se fossi stato invitato a una festa di Hollywood?</p>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>▪ Instructor to student contact class-wide use of vocabulary and verbs</li> <li>▪ Group Dialogues and interaction in target language</li> <li>▪ Multiple intelligences activities/Visual aids to prevent use of English</li> <li>▪ Student oral production</li> <li>▪ Performance assessments both oral and written, adlib and prepared</li> <li>▪ Technology infusion/powerpoints/audio</li> <li>▪ Differentiated Instruction/ Visual and abstract</li> <li>▪ Study</li> <li>▪ Use of music and History</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011</li> <li>• Authors: Branciforte, Suzanne and Di Fabio, Elvira</li> <li>• On line activities: <i>Prego!</i> and <i>Quia!</i></li> <li>• PowerPoint presentations</li> <li>• Information provided by professor: first hand from Italy</li> <li>• Visual aides provided by professor</li> <li>• Italian-American film</li> <li>• Technology and visual resources provided by teacher</li> <li>• <i>iTunes</i>: Music in target language</li> <li>• <i>Youtube.com</i>: cartoons in target language</li> </ul>



## Italian III

Unit: Condizionale Passato: Il futuro nel passato

Cedar Grove High School



Week 24 - Week 27

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

**NJ: Intermediate-High**

#### **A. Interpretive Mode**

##### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

**7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.

**7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

**7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

**7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

**7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.

**7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

**7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

#### **B. Interpersonal Mode**

##### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.

- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

#### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice.**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these

perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- Accurately communicate in a foreign language on the following topics: use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own, describing wants, desires and actions that would take place and what would have happened.

**Essential Questions**

- How do I communicate in and use the conditional present and past tenses in Italian?
- How do I extract information in these tenses from others of the Italian culture?
- How do I effectively and accurately communicate to Italian speaking people?
- How do I speak and write about future in the past actions?

**Content**

- **TOPICS COVERED:** Introduce CONDIZIONALE presente and past tense. Descriptions possible activities contingent upon condition, narration of events of “future in the past” actions (he said that he would....). All vocabulary recycled with supplemental activity vocabulary added.
- **VERBS:** ALL VERBS CONDIZIONALE and CONDIZIONALE PASSATO tense. Use the conditional for polite conversations and requests.
- **CHAPTERS COVERED:** Unità 7: pp 297-299, 303-304, 308-310; 316-317. All clothing vocabulary and clothing industry terms recycled and taught.
- **CULTURE COVERED:** Italian life: diversity of living conditions in North as compared to South of Italy. Italian Language films: Johnny Stecchino; Ciao Professore . La Moda in Italia (Italian fashion)
- **ESSAYS:** written grammatical exercises - conditional present and past to convey future in the past actions (he said that he would...)and incorporate this in essay writing.

**Skills**

- Describe and extract information regarding
- daily routine, pastime, weekend, party activities in the conditional tense
- Create dialogues regarding above information in the conditional
- Create dialogues to speak about what would have been done
- Apply new verbs and vocabulary to daily life.
- Use past tense and conditional past tense to express future in the past actions
- Use affirmative and negative
- Incorporate expression of grammatical construction in essays
- Give and extract information regarding what one would do in hypothetical and real situations

**Stage 2: Assessment Evidence**

**Formative Assessment**

- **Written Test**

**Summative Assessment**

- Oral Tests

### Stage 3: Learning Plan

#### Learning Activities

- Instructor to student contact class-wide use of vocabulary and verbs
- Group Dialogues and interaction in target language
- Multiple intelligences activities/Visual aids to prevent use of English
- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/PowerPoints/audio
- Differentiated Instruction/ Visual and abstract
- Study
- Use of music and History

#### Resources

- Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011
- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- PowerPoint presentations
- Information provided by professor: first hand from Italy
- Visual aides provided by professor
- Italian-American film
- Technology and visual resources provided by teacher
- *iTunes*: Music in target language
- *Youtube.com*: cartoons in target language



## Italian III

Unit: Governo Italiano: Il congiuntivo

Cedar Grove High School



Week 28 - Week 33

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

**NJ: Intermediate-High**

#### **A. Interpretive Mode**

**Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

#### **B. Interpersonal Mode**

**Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.

- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

#### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice.**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these

perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- To exchange cultural differences and similarities through the communication of Conditions, pastime and vacation activities in Italian promote peaceful coexistence and understanding among cultures. Using the subjunctive present and past tenses to express opinion, desire, wants, doubts and concerns accurately in the Italian language.

**Essential Questions**

- How do I successfully communicate my doubts, concerns, wants and desires in the Italian language?
- How do I successfully extract aforementioned information politely?
- How do I promote an understanding of my own culture to people of the Italian culture?
- How do I properly use the Subjunctive present and past tenses in Italian?

**Content**

- **TOPICS AND VOCABULARY COVERED:** CONGIUNTIVO PRESENTE E PASSATO verbi regolari e irregolari; vocabolario – I mezzi di trasporto, la possibilità, I viaggi e il lavoro. Readings covering government and politics, fashion, history, everyday life
- **VERBS: ALL VERBS: ALL TENSES Teach:** Subjunctive present and past in Italian
- **CHAPTERS COVERED:** Unità 8 pp: 325-329, 336-337; 331-338; 343-345; 387-388
- **CULTURE COVERED:** Italian life: diversity of living conditions in North as compared to South of Italy. Various Italian cities and paesi. Italian Language films: Johnny Stecchino; Ciao Professore.
- **ESSAYS WRITTEN:** Paragraphs expressing opinion: politics, clothing; social activities
- **ORAL TESTS:** Dialogues and listening comprehension.

**Skills**

- Discuss daily routine, pastime, weekend, party activities in the subjunctive present and past tenses
- Create dialogues regarding above information in the subjunctive present expressing opinion and thoughts
- Create dialogues to speak about life and vacations in the subjunctive tenses in order to express and extract peoples opinions and desires on various topics including politics
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the subjunctive tense
- Use affirmative and negative
- gain knowledge on the workings of the Italian government, politics in Italy, social issues and the Italian mindset
- Give and extract information regarding what one would do in hypothetical and real situations

**Stage 2: Assessment Evidence**

**Formative Assessment**

- **Written Test**
- **Other Oral Assessments**

**Summative Assessment**

- **Expository Essay**
  - Incorporate expressions of doubt, opinion and wants in essay writing on various topics

**Stage 3: Learning Plan**

**Learning Activities**

- Instructor to student contact class-wide use of vocabulary and verbs

**Resources**

- Text book: *Parliamo Italiano*, Fourth Edition,

- Group Dialogues and interaction in target language
- Multiple intelligences activities/Visual aids to prevent use of English
- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/PowerPoints/audio
- Differentiated Instruction/ Visual and abstract
- Study
- Use of music and History

Wiley and Sons Inc., Danvers, MA, 2011

- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- PowerPoint presentations
- Information provided by professor: first hand from Italy
- Visual aides provided by professor
- Italian-American film
- Technology and visual resources provided by teacher
- *iTunes*: Music in target language
- *Youtube.com*: cartoons in target language



## Italian III

Unit: : La moda e la storia: concordanza dei tempi

Cedar Grove High School



Week 34 - Week 37

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

**NJ: Intermediate-High**

#### **A. Interpretive Mode**

##### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

#### **B. Interpersonal Mode**

##### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.

- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

#### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice.**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these

perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- To exchange cultural differences and similarities through the communication of Conditions, pastime and vacation activities in Italian promote peaceful coexistence and understanding among cultures. Using the past tenses, conditional tenses, future and subjunctive present and past tenses to express opinion, desire, wants, doubts and concerns accurately in the Italian language.

**Essential Questions**

- How do I successfully communicate my doubts, concerns, wants and desires in the Italian language?
- How do I successfully extract aforementioned information politely?
- How do I promote an understanding of my own culture to people of the Italian culture?
- How do I properly use the Subjunctive present and past tenses in Italian?
- How do I use all of these tenses correctly and in proper order?
- How do I express my concerns via speech and the written word?

**Content**

- **TOPICS AND VOCABULARY COVERED: ALL VERB TENSES IN PROPER ORDER:** CONGIUNTIVO PRESENTE E PASSATO verbi regolari e irregolari; vocabolario – I mezzi di trasporto, la possibilità, I viaggi e il lavoro. Readings covering government and politics, fashion, history, everyday life
- **VERBS: ALL VERBS: ALL TENSES Teach:** Concordanza dei tempi
- **CHAPTERS COVERED:** Unità 8 pp: 325-329, 336-337; 331-338; 343-345; 387-388
- **CULTURE COVERED:** Italian life: diversity of living conditions in North as compared to South of Italy. Italian Language films: Johnny Stecchino; Ciao Professore.
- **ESSAYS WRITTEN:** Paragraphs expressing opinion: politics, clothing; social activities
- **ORAL TESTS:** Dialogues and listening comprehension.

**Skills**

- Discuss daily routine, pastime, weekend, party activities in all of the verb tenses
- Create dialogues regarding above information in the various past tenses correctly
- Use the tenses in the proper order – concordanze dei tempi verbali
- Create dialogues to speak about life and vacations in the subjunctive tenses in order to express and extract peoples' opinions and desires on various topics including politics
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the various tenses
- Use affirmative and negative
- Gain knowledge on the workings of the Italian government, politics in Italy, social issues and the Italian mindset
- Give and extract information regarding what one would do in hypothetical and real situations
- \* Learn about fashion and history of Italy

**Stage 2: Assessment Evidence**

**Formative Assessment**

- **Written Tests**
- **Extended Essay**
- **Oral Tests**

**Summative Assessment**

- **Written Tests**

**Stage 3: Learning Plan**

### Learning Activities

- Instructor to student contact class-wide use of vocabulary and verbs
- Group Dialogues and interaction in target language
- Multiple intelligences activities/Visual aids to prevent use of English
- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/PowerPoints/audio
- Differentiated Instruction/ Visual and abstract
- Study
- Use of music and History

### Resources

- Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011
- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- PowerPoint presentations
- Information provided by professor: first hand from Italy
- Visual aides provided by professor
- Italian-American film
- Technology and visual resources provided by teacher
- *iTunes*: Music in target language
- *Youtube.com*: cartoons in target language



## Italian III

Unit: La moda e la storia: concordanza dei tempi

Cedar Grove High School



Week 34 - Week 37

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

**NJ: Intermediate-High**

#### **A. Interpretive Mode**

**Linguistic:**

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

#### **B. Interpersonal Mode**

**Linguistic:**

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.

- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

#### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice.**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these

perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- To exchange cultural differences and similarities through the communication of Conditions, pastime and vacation activities in Italian promote peaceful coexistence and understanding among cultures. Using the past tenses, conditional tenses, future and subjunctive present and past tenses to express opinion, desire, wants, doubts and concerns accurately in the Italian language.

**Essential Questions**

- How do I successfully communicate my doubts, concerns, wants and desires in the Italian language?
- How do I successfully extract aforementioned information politely?
- How do I promote an understanding of my own culture to people of the Italian culture?
- How do I properly use the Subjunctive present and past tenses in Italian?
- How do I use all of these tenses correctly and in proper order?
- How do I express my concerns via speech and the written word?

**Content**

- **TOPICS AND VOCABULARY COVERED: ALL VERB TENSES IN PROPER ORDER:** CONGIUNTIVO PRESENTE E PASSATO verbi regolari e irregolari; vocabolario – I mezzi di trasporto, la possibilità, I viaggi e il lavoro. Readings covering government and politics, fashion, history, everyday life
- **VERBS: ALL VERBS: ALL TENSES Teach:** Concordanza dei tempi
- **CHAPTERS COVERED:** Unità 8 pp: 325-329, 336-337; 331-338; 343-345; 387-388
- **CULTURE COVERED:** Italian life: diversity of living conditions in North as compared to South of Italy. Italian Language films: Johnny Stecchino; Ciao Professore.
- **ESSAYS WRITTEN:** Paragraphs expressing opinion: politics, clothing; social activities
- **ORAL TESTS:** Dialogues and listening comprehension.

**Skills**

- Discuss daily routine, pastime, weekend, party activities in all of the verb tenses
- Create dialogues regarding above information in the various past tenses correctly
- Use the tenses in the proper order – concordanze dei tempi verbali
- Create dialogues to speak about life and vacations in the subjunctive tenses in order to express and extract peoples' opinions and desires on various topics including politics
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the various tenses
- Use affirmative and negative
- Gain knowledge on the workings of the Italian government, politics in Italy, social issues and the Italian mindset
- Give and extract information regarding what one would do in hypothetical and real situations
- Learn about fashion and history of Italy

**Stage 2: Assessment Evidence**

Formative Assessments

- Written Tests
- Essays
- Oral Tests

### Stage 3: Learning Plan

#### Learning Activities

- Instructor to student contact class-wide use of vocabulary and verbs
- Group Dialogues and interaction in target language
- Multiple intelligences activities/Visual aids to prevent use of English
- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/PowerPoints/audio
- Differentiated Instruction/ Visual and abstract
- Study
- Use of music and History

#### Resources

- Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011
- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- PowerPoint presentations
- Information provided by professor: first hand from Italy
- Visual aides provided by professor
- Italian-American film
- Technology and visual resources provided by teacher
- *iTunes*: Music in target language
- *Youtube.com*: cartoons in target language



## Italian III

**Unit: Ripasso Generale Finals and Finals**  
Cedar Grove High School



Week 38 - Week 40

### NJ Standards

#### **NJ: 2014 SLS: World Languages**

##### **NJ: Intermediate-High**

##### **A. Interpretive Mode**

###### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

##### **B. Interpersonal Mode**

###### **Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.

- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Make and change plans.**
- **Offer advice.**
- **Handle a situation with a complication.**

**7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

**7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

**7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

**7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

**7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.

### **C. Presentational Mode**

**Linguistic:**

**Linguistic:**

**The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:**

- **Synthesize written and oral text.**
- **Identify some cultural perspectives.**
- **Narrate and describe across a wide-range of topics.**
- **Compare and contrast.**
- **Offer and support opinions.**
- **Persuade someone to change a point of view.**
- **Offer advice.**

**7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

**7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

**7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

**7.1.IH.C.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

**7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these

perspectives with those of one's own culture.

**7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Enduring Understandings**

- Accurately communicate in a foreign language on the following topics: presentation and introduction, use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own,

**Essential Questions**

**Content**

- **VERBS:** ALL VERBS CONDIZIONALE and CONDIZIONALE PASSATO tense. Use the conditional for polite conversations and requests. ALL VERBS: ALL TENSES Subjunctive present and past in Italian
- **CHAPTERS COVERED:** Unità 7: pp 297-299, 303-304, 308-310; 316-317. All clothing vocabulary and clothing industry terms recycled and taught. Unità 8 pp: 325-329, 336-337; 331-338; 343-345; 387-388
- **CULTURE COVERED:** Italian life: diversity of living conditions in North as compared to South of Italy. Italian Language films: Johnny Stecchino; Ciao Professore . La Moda in Italia (Italian fashion)
- **ESSAYS:** Essays written in conditional tense: Cosa faresti con 2 milioni di dollari? Cosa faresti domani se non dovessi venire a scuola? Cosa passeresti una vacanza nelle isole? Come ti comporteresti e cosa faresti se fossi stato invitato a una festa di Hollywood? (in dettagli: cosa ti metteresti, come andresti/arriveresti, mangeresti...)

**Skills**

- Review and reinforce all previously learned information
- Review dialogues using vocabulary
- Review Compare and contrast people and culture
- Review vocabulary for: past activities, vacations, politics, history, fashion, feelings, daily activities, desires, wants, dislikes, likes
- Review concordanza dei tempi verbali
- Review Use of affirmative and negative words
- Review Comparing likes vs dislikes and why
- Review uses of all verbs and tenses
- Review history and culture

**Stage 2: Assessment Evidence**

**Assessments**

**Stage 3: Learning Plan**

**Learning Activities**

- Instructor to student contact class-wide use of vocabulary and verbs

**Resources**

- Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011

- Group Dialogues and interaction in target language
- Multiple intelligences activities/Visual aids to prevent use of English
- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/PowerPoints/audio
- Differentiated Instruction/ Visual and abstract
- Study
- Use of music and History

- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- PowerPoint presentations
- Information provided by professor: first hand from Italy
- Visual aides provided by professor
- Italian-American film
- Technology and visual resources provided by teacher
- *iTunes*: Music in target language
- *Youtube.com*: cartoons in target language

**Atlas Version 8.1.1**

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## New Jersey Student Learning Standard for World Languages

<b>Content Area</b>	<b>World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
<b>Strand</b>	<b>Interpretive Mode</b>		
<p><b>Intermediate-High</b></p> <p><b>Grade 12 for all students who continue to study the same language throughout elementary school</b></p>	<p><b>Linguistic:</b></p> <p>The <u>Intermediate-High</u> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Analyze written and oral text.</li> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify most supporting details in written and oral text.</li> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Infer and interpret author’s intent.</li> <li>➤ Identify some cultural <u>perspectives</u>.</li> <li>➤ Identify the organizing principle in written and oral text.</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <u>perspectives</u> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <u>four art forms</u>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and</li> </ul>	7.1.IH.A.1	Analyze and critique information contained in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to a variety of familiar and some unfamiliar topics.
		7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <u>formal and informal</u> settings, through appropriate responses.
		7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
		7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
		7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent

	<p>preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>		with the previous version of the SLS for world languages, this Indicator is listed as reserved.
		7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new <u>formal and informal</u> contexts.
		7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.

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<b>Strand</b>	<b><u>Interpersonal Mode</u></b>		
<b>Proficiency Level and Grade Level Performance Benchmark</b>	<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
<b><u>Intermediate-High</u></b>  <b>Grade 12 for all students who continue to study the same language throughout elementary school</b>	<b>Linguistic:</b>  The <u>Intermediate-High</u> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <u>independently</u> to: <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <u>perspectives</u>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul> <b>Cultural:</b> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <u>perspectives</u> play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental</li> </ul>	7.1.IH.B.1	Use <u>digital tools</u> to participate in extended conversations using a variety of timeframes to exchange information.
		7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
		7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
		7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
		7.1.IH.B.5	Engage in oral and/or

	<p>degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <u>four art forms</u>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>		written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
		7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

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Strand	<u>Presentational Mode</u>		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
<u>Intermediate-High</u>  Grade 12 for all students who continue to	<p>Linguistic:</p> <p>The <u>Intermediate-High</u> language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs <u>independently</u> to:</p>	7.1.IH.C.1	Explain and compare how a cultural <u>perspective</u> led to the development of a cultural <u>product</u> or cultural <u>practice</u> in the target culture(s) and in one’s own

<p>study the same language throughout K-12</p> <ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some cultural <u>perspectives</u>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Offer advice.</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</li> <li>➤ Observing and/or participating in the <u>four art forms</u>, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</li> <li>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</li> <li>➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</li> </ul>		<p>culture, through a <u>multimedia-rich presentation</u> to be shared <u>virtually</u> with a target language audience.</p>
	7.1.IH.C.2	<p>Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <u>perspectives</u> associated with the target culture(s).</p>
	7.1.IH.C.3	<p>Use language creatively in writing for a variety of purposes.</p>
	7.1.IH.C.4	<p>Explain the structural elements and/or cultural <u>perspectives</u> found in <u>culturally authentic materials</u>.</p>
	7.1.IH.C.5	<p>Explain cultural <u>perspectives</u> associated with the target culture(s), as evidenced by the cultural <u>products</u> and cultural <u>practices</u> associated with the target culture(s), and compare these perspectives with those of one’s own culture.</p>
	7.1.IH.C.6	<p>Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>