

Cedar Grove School District

Cedar Grove, NJ

2017

Grade 11

Italian III Honors



Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education

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Italian III Honors

Course Description

Italian III builds on the skills mastered in Italian I and II with intensely increased difficulty. Students further their study of Italian language and refine their skills and ability to read, write, speak and comprehend the language. The students are repeatedly challenged throughout the year to master the grammar, vocabulary and verb structures within structured, authentic, real world learning situations. ***Italian is the language of the classroom 100% of the time.*** Writing is done at length in the **ALL TENSES** including the future, conditional present, conditional past and subjunctive present and past in full composition form including but not limited to the aforementioned topics in Italian I and II in all tenses. Grammar will increase in difficulty in practical usage and the mixture of all the tenses together. Students are further instructed in Italian history and culture and are required to study in depth (including but not limited to) Urbino and the Montefeltro family, Napoli, Rome, Florence, Venice, Assisi, Palermo, Milan, Gastronomia. They will also study Italian American history figures such as Giuseppe Garibaldi, Filippo Mazzei, Constantino Brumidi and their direct influence the Declaration of Independence of the United States as well as anti-defamation with the study of Giovanni Falcone and various other law enforcement agents. Students will read *Cuore*, written by DeAmicis and its influence on the unification of Italy. At the end of this course, students are expected to communicate in Italian at a proficient intermediate high level. These students are prepared for Italian IV Honors in anticipation of AP track Italian.

Prerequisite: Italian II, A average in Italian, proficiency in written, oral, comprehension of the language *with explicit* recommendation of the teacher.

**This curriculum was written in accordance with the
2014 NEW JERSEY STUDENT LEARNING STANDARDS
for
WORLD LANGUAGES**

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>

Italian III Honors

Unit Calendar

| Unit: | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | |
| <u>Ripasso Generale</u> <u>Presente al Imperfetto</u> | █ | █ | █ | █ | █ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Ripasso Generale</u> <u>Imperfetto al Futuro</u> <u>Anteriore</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Cosa Faresti al</u> <u>condizionale presente</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Ripasso Generale Mid</u> <u>Terms</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Condizionale</u> <u>Passato, il futuro al</u> <u>passato</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Coniuntivo Presente</u> <u>e Passato, Politica</u> <u>Italiana</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Concordanza dei</u> <u>Tempi, Storia e</u> <u>Politica</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Ripasso Generale</u> <u>Finals and Final</u> <u>Exams</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Ripasso Generale Presente al Imperfetto

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: 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.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

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: Rome (Impero Romano), Napoli, Palermo.

ESSAYS: *Presentazione/Routine, Weekend Activities, Vacation, Childhood, House, email letter, Narrate past activities, describe what life was like*, (Present e passato prossimo e imperfetto tense all of them 40 frasi)

ORAL/AURAL Quizzes and Tests: Varied based upon all above information

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, past and imperfect tenses
- Identify extracurricular activities

- describe life in the past - what it was like

- Use affirmative and negative
- speak ad lib on pastime activities, afterschool activities and vacations
- Give and extract information regarding sports

- speak, write and read about the past - narrate history simply
- write emails

Stage 2: Assessment Evidence

Assessments

Essay

Formative: Extended Essay

Formative: Expository Essay

Formative: Other written assessments

Formative: Other oral assessments

Formative: Written Test

Summative: Technology Project

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
- Use of music and History
- Review and reinforce all previously learned information
- Review dialogues using vocabulary
- Review Compare and contrast people and culture

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

- 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

Technology and visual resources provided by teacher

Itunes: Music in target language

<http://www.Youtube.com>: cartoons in target language



Ripasso Generale Imperfetto al Futuro Anteriore

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-High

A. Interpretive Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.
 6. Extend, accept, and decline an invitation.
 7. Express an opinion and preference.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

C. Presentational Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and

communicating at the sentence level and can use words, lists, and simple sentences independently to:

-Handle simple transactions related to everyday life:

1. Express needs.

2. Give reasons.

3. Express an opinion and preference.

4. Request and suggest.

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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, use of vocabulary to describe persons, places and things to others regarding their culture and our own, in the future tenses as well. .
- Compare childhood activities - cultural exchange of past events.
- Communicate Probability

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 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?
- How do I extract the aforementioned information from them accurately and politely?
- How do I do all of this in the Past and future tenses in Italian correctly?

Content

TOPICS 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) non living subject. All others require Avere. Distinctions made between Imperfetto and Passato Prossimo and proper usage to clearly narrate past events accurately.

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 Passato Prossimo/
Imperfetto ALL above verbs drilled and used in the Futuro tenses

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

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. 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: Immigration, Mazzei, et al; Piccirilli Brothers et al; WWII: I Partigiani e la Resistenza (autori Italiani: Millu', Levi, Sciascia, Calvino) IL POSTINO

ESSAYS: 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? 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 anni? Dialogues Che cosa hai fatto ieri? In vacanza? Com'eri da bambino? Dialogues (Registrare la voce - audacity o MP3/4)

Stage 2: Assessment Evidence

Assessments

Summative: Extended Essay

Formative: Other oral assessments

Formative: Written Test

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, Letteratura; Film

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 Quial
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: cartoons in target language
Letteratura



Cosa Faresti: al condizionale presente

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-High

A. Interpretive Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

B. Interpersonal Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.
 6. Extend, accept, and decline an invitation.
 7. Express an opinion and preference.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and

communicating at the sentence level and can use words, lists, and simple sentences independently to:

-Handle simple transactions related to everyday life:

1. Express needs.

2. Give reasons.

3. Express an opinion and preference.

4. Request and suggest.

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and identify how the products and practices are derived from the cultural perspectives.

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; Pane e Tulipani (Nord / Sud Mentalità- la società Italiana). Giovanni Falcone - Antimafia

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, una composizione per persuadere come comportarsi in una situazione inventata.. Cosa faresti???

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

Assessments

Summative: Extended Essay

Cosa faresti con 2milioni 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...)

Formative: Written Test

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
- 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

Rai e Film (storie vere)

Technology and visual resources provided by teacher

Itunes: Music in target language

http://www.Youtube.com: cartoons in target language



Ripasso Generale Mid Terms

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-High

A. Interpretive Mode

Linguistic:

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- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.
 6. Extend, accept, and decline an invitation.
 7. Express an opinion and preference.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

-Handle simple transactions related to everyday life:

1. Express needs.
2. Give reasons.
3. Express an opinion and preference.
4. Request and suggest.

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and identify how the products and practices are derived from the cultural perspectives.

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

1. 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?
2. How do I extract information in all these tenses from others of the Italian culture?
3. How do I effectively and accurately communicate to Italian speaking people?
4. How do I extract the aforementioned information from them accurately and politely?
5. How do I express all of the above in the present, passato prossimo, imperfetto and futuro, futuro anteriore e 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 Passato Prossimo 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 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) non living subject. All others require Avere.

Imperfect tense and Imperfect vs Passato Prossimo
Futuro e Futuro Anteriore tenses

CULTURE COVERED: Rome, Immigration, Nord/Sud, Napoli, Pane e Tulipani, Giovanni Falcone Antimafia, Johnny Stecchino Italian Language, il Postino (comunismo), WWII la Resistenza e i Partigiani, Letteratura et al.

VERBS: Passato Prossimo, Imperfetto, Futuro, Presente

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; 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

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

Stage 2: Assessment Evidence

Assessments

Summative: Extended Essay

Formative: Written Test

Summative: Other oral assessments

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
- 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

Online 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

<http://www.Youtube.com>: cartoons in target language



Condizionale Passato: il futuro al passato

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-High

A. Interpretive Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.
 6. Extend, accept, and decline an invitation.
 7. Express an opinion and preference.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

-Handle simple transactions related to everyday life:

1. Express needs.

2. Give reasons.

3. Express an opinion and preference.

4. Request and suggest.

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and identify how the products and practices are derived from the cultural perspectives.

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 North and South of Italy. Italian Language films: Robin Hood (in Italian - linguistic purposes); Opera Buffa e Seria - L'Opera Italiana - cultural differences through music - Verdi, Puccini, et al; Literature of the times as well: Goldoni, Collodi, De Amicis; Leopardi

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

Assessments

Summative: Other written assessments

Summative: Other oral assessments

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
- 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

Online 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

http://www.Youtube.com: cartoons in target language



Congiuntivo Presente e Passato: Politica Italiana

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-High

A. Interpretive Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.
 6. Extend, accept, and decline an invitation.
 7. Express an opinion and preference.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

-Handle simple transactions related to everyday life:

1. Express needs.
 2. Give reasons.
 3. Express an opinion and preference.
 4. Request and suggest.
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
 - 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
 - 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
 - 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
 - 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and identify how the products and practices are derived from the cultural perspectives.

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?
- How do I speak about the unification of Italy in a simple historical context?

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: The Unification of Italy - All regions - Edmondo DeAmicis Cuore - stories read and discussed / Italian Politics/ Garibaldi / Cesare Beccaria

ESSAYS WRITTEN: Paragraphs expressing opinion: politics, clothing, social activities

ORAL TESTS: Dialogues and listening comprehension.

Skills

UNIFICATION OF ITALY: DeAmicis / Cuore

- 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

Assessments

Other written assessments

Summative: Extended Essay

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
- Use of music and History; Literature

Resources

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

Authors: Branciforte, Suzanne and Di Fabio, Elvira

Online 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

<http://www.youtube.com>: cartoons in target language/ film clips *Cuore*



Concordanza dei Tempi: Storia e Politica

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-High

A. Interpretive Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.
 6. Extend, accept, and decline an invitation.
 7. Express an opinion and preference.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

-Handle simple transactions related to everyday life:

1. Express needs.
 2. Give reasons.
 3. Express an opinion and preference.
 4. Request and suggest.
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
 - 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
 - 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
 - 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
 - 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and identify how the products and practices are derived from the cultural perspectives.

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: Politics of Italy: Unification, regional differences, political society of Italy, What makes a nation: DeAmicis, Dante, Beccaria, Mazzei, Machiavelli

ESSAYS WRITTEN: Paragraphs expressing opinion; politics, clothing; social activities

ORAL TESTS: Dialogues and listening comprehension/ Gouin method presentations, oral recordings

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

Assessments

Formative: Narrative Writing Assignment

Formative: Written Test

Summative: Other oral assessments

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
- Use of music and History; Literature - excerpts various great works

Resources

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

Authors: Branciforte, Suzanne and Di Fabio, Elvira

Online 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

 <http://www.Youtube.com>: cartoons in target language



Ripasso Generale Finals and Final Exams

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-High

A. Interpretive Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.
 6. Extend, accept, and decline an invitation.
 7. Express an opinion and preference.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

-Handle simple transactions related to everyday life:

1. Express needs.
2. Give reasons.
3. Express an opinion and preference.
4. Request and suggest.
 - 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
 - 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
 - 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
 - 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
 - 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and identify how the products and practices are derived from the cultural perspectives.

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 use all tenses, literature and dialogues to communicate properly in Italian on a variety of topics?

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 government and politics, War and Post War Italy, Communism, Unification, Immigration, Regional differences.

ESSAYS: Essays written in all tenses in various modes of communication: emails, letters, summary, narrate stories, recount history, opinion and BEGIN persuasive writing techniques.

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
- Reivew 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

Summative: Other oral assessments

Summative: Other written assessments

Stage 3: Learning Plan

Learning Activities

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

Resources

- 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
- Use of music and History/ film clips/ literature

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

Authors: Branciforte, Suzanne and Di Fabio, Elvira

Online 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

 <http://www.Youtube.com>: cartoons in target language