

Cedar Grove School District

Cedar Grove, NJ

2017

Grade 12

Italian IV Honors



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 IV Honors

Course Description

ITALIAN IV HONORS: Italian IV Honors builds on the skills mastered in Italian I, II, and III 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 passato remoto, subjunctive imperfect and past perfect tenses on a variety of topics in full composition form on a variety of subjects including but not limited the aforementioned topics in Italian I-III in all tenses. Grammar will increase in difficulty to practical usage and the mixture of all the tenses together. Students are required to study in depth Italian history and the following authors including but not limited to: DeAmicis, Dante, Machiavelli, Boccaccio, Leopardi, Calvino, Millu`, Goldoni, Collodi, Ginzburg and Levi. They also study Post War Italy, Communism, Terrorism on the Italian Peninsula and the Italian Government. They are further instructed in Italian culture as well as Italian American history and anti-defamation. At the end of this course, students are expected to communicate in Italian at a proficient Intermediate High/ Advanced Low level.

Prerequisite: Italian III, A average in Italian, proficiency in written, oral, comprehension *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 IV 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 Presente al Trapassato Prossimo</u>	█											
<u>Ripasso Futuro al Condizionale Passato</u>			█									
<u>Ripasso Congiuntivo Presente al Trapassato</u>				█								
<u>Ripasso Midterm and Midterms</u>					█							
<u>La Divina Commedia Completa</u>						█						
<u>Periodo Ipotetico</u>							█					
<u>20th Century / Concordanza dei tempi</u>								█				
<u>Musica e Opera Italiana</u>									█			
<u>Società Italiana</u>										█		
<u>Ripasso Esame Finale e Esami</u>											█	



Ripasso Presente al Trapassato Prossimo

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.II.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
 - 7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
 - 7.1.II.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
 - 7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
 - 7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
 - 7.1.II.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
 - 7.1.II.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.II.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.II.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.II.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Enduring Understandings

To exchange cultural differences and similarities through the communication of Present, past, imperfetto and Trapassato Prossimo. 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 using present, past, imperfect tenses 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 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, PASSATO PROSSIMO vs IMPERFETTO, 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). 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. 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; ; 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: SUD ITALIA: POLITICS/CORRUPTION vs NORTH. FILM: Gomorrah. Historical context of Italy and the Mafia from the Medieval times to the present day true story of the Camorra. (social issues covered as well as legal and historical)

Skills

- Describe and extract information regarding daily activities
- 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

ESSAYS: Presentazione/Routine, Weekend Activities, Vacation, Childhood, House(Present e passato prossimo e imperfetto tense all of them 40 frasi) 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?; Trapassato: Cosa avevi fatto prima di venire a scuola/ di oggi / da ora... Emails, persuasive paragraphs, narration of past activities - what life was like as opposed to now - compare and contrast essays / paragraphs.

ORAL/ AURAL and WRITTEN TESTS: Varied based upon all above information

Stage 2: Assessment Evidence

Assessments

Summative: Extended Essay

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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams (Collegiate Level preparation)

Resources

Text book: *Pariamo 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 and excerpts of literature



Ripasso Futuro al Condizionale Passato

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.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.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Enduring Understandings

To exchange cultural differences and similarities through the communication of Futuro, Futuro Anteriore, Condizionale Presente e Passato, Conditions, pastime and vacation activities in Italian promote peaceful coexistence and understanding among cultures. Using the past tenses, conditional tenses, future and conditional 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 using Future, Conditional tenses 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 Conditional 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 REVIEWED: Pronunciation and diction, FUTURO Verb tenses are complicated and require ample time with many communicative and grammatical activities: both groupwork and individual exercise 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. CONDIZIONALE PASSATO tense. Use the conditional for polite conversations and requests. CONGIUNTIVO PRESENTE E PASSATO verbi regolari e irregolari; vocabolario – I mezzi di trasporto, l'apossibilità, I viaggi e il lavoro. Readings covering government and politics, fashion, history, everyday life.

VERBS: Dovere, potere, volere, additional ARE, IRE, ERE verbs in relation to above topics.

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; pp. 380-381

CULTURE COVERED: Roma , Italia nel Medioevo, Dante (history in preparation for La Divina Commedia) e Boccaccio (excerpts)

ESSAYS: 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) Essays written in conditional tense: 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...); Cosa avresti fatto se non dovessi venire a scuola? Ha detto che ... sarebbe venuto, avrei fatto... sequence of tenses Paragraphs expressing opinion: politics, clothing; social activities

Skills

- Describe and extract information regarding daily activities
- 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 future conditional and 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

ORAL TESTS: Students have two oral exams one a dialogue on any topic they choose and the second with the teacher on a topic assigned ad lib.

Stage 2: Assessment Evidence

Assessments

Summative: Expository Essay

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
- 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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams/ Literature / Film

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 and excerpts of literature



Ripasso Congiuntivo Presente al Trapassato

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.II.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
 - 7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
 - 7.1.II.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
 - 7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
 - 7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
 - 7.1.II.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
 - 7.1.II.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.II.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.II.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.II.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.II.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.II.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.II.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Enduring Understandings

To exchange cultural differences and similarities through the communication of Congiuntivo (Presente, Passato, Imperfetto e Trapassato) /opinion, 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, INTRODUCE PASSATO REMOTO for recognition purposes.

Essential Questions

- How do I successfully communicate my doubts, concerns, wants and desires using subjunctive and conditional tenses 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 the Subjunctive imperfetto e Trapassato properly to convey opinion and persuasion 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?
- How do I recognize the Passato Remoto?

Content

Use the conditional for polite conversations and requests. 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. Begin SUBJUNCTIVE IMPERFECT and TRAPASSATO

VERBS: ALL and introduce URRE Verbs. Passato Remoto – for recognition purposes. ALL VERBS: ALL TENSES

CULTURE COVERED: DANTE ALIGHIERI – La Divina Commedia/Inferno e Purgatorio;

PROJECT: Seniors choose Fashion, Culinary or Cars. They research the companies/Designers/history of foods etc. Power Point Presentation 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; pp. 380-381, pp. 389-390; 395-397; 407-408; Unità 11 pp 453-455.

ESSAYS: Che ne pensi....??? Penso che ... / Credo che/ e' possibile che / voglio che// e' importante che... Pensavo che Volevo che.... Era importante che.... Paragraphs expressing opinion: politics, clothing; social activities Essays on a variety of topics.

ORAL TESTS: Students have two oral exams one a dialogue on any topic they choose and the second with the teacher on a topic assigned ad lib.

Skills

Describe and extract information regarding daily activities

- 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

Seniors begin voice recordings in preparation for collegiate level learning.
Photostory tests assigned on various topics.

Stage 2: Assessment Evidence

Assessments

Summative: 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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams/ Literature / Film

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 and excerpts of literature



Ripasso Midterm and Midterms

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.II.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.II.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.II.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.II.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.II.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.II.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.II.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

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 and subjunctive tenses?
- How do I recognize the Passato Remoto?

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, PASSATO PROSSIMO vs IMPERFETTO, 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). 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. Ideal house, Body parts, Family, Food, Vacations. 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. CONDIZIONALE PASSATO tense. Use the conditional for polite conversations and requests. CONGIUNTIVOPRESENTE E PASSATO verbi regolari e irregolari; vocabolario – Imazzi di trasporto, la possibilità, I viaggi e il lavoro. Readings covering government and politics, fashion, history, everyday life.

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

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; 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; pp. 380-381
CULTURE COVERED: SUD ITALIA; POLITICS/CORRUPTION vs NORTH.
FILM: LA SCORTA, Rome, Medioevo, Dante, Boccaccio

Stage 2: Assessment Evidence

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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams/ Literature / Film

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 and excerpts of literature



La Divina Commedia Completa

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.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.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Enduring Understandings

To exchange cultural differences and similarities through the communication of historical texts in Italian promote peaceful coexistence and understanding among cultures. Using the past tenses, passato remoto, 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 using subjunctive and passato remoto tenses 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 all the tenses properly in Italian?
- How do I use all of these tenses in proper order?
- How do I express my concerns via speech and the written word?

Content

TOPICS COVERED: The CONGIUNTIVO TRAPASSATO and the PASSATO REMOTO. Historical texts, Dante Alighieri, Machiavelli, and the Negation and comparisons.

VERBS: ALL and introduce URRE Verbs. Passato Remoto – for recognition purposes.

CHAPTERS COVERED: pp. 389-390; 395-397; 407-408; Unita' 11 pp 453-455.

CULTURE COVERED: DANTE ALIGHIERI – La Divina Commedia/Inferno e Purgatorio e Paradiso

ESSAYS: Essays on a variety of topics.

ORAL TESTS: Seniors begin voice recordings in preparation for collegiate level learning. Photostory tests assigned on various topics.

Skills

- Describe and extract information regarding daily activities
- 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

Stage 2: Assessment Evidence

Assessments

Gouin Method

Summative: Other oral assessments

Formative: Other Visual Assessments

History and Verb Formations

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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams/ Literature / Film

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 and excerpts of literature



Periodo Ipotetico

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.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.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Enduring Understandings

To exchange cultural differences and similarities through the communication of the hypothetical tenses in Italian promote peaceful coexistence and understanding among cultures.

Using the past tenses, passato remoto, 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 using hypothetical tenses 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 hypothetical 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?
- Who is Niccolò Machiavelli? Who is DeAmicis? Who is Collodi? What did they do and why are they important?

Content

TOPICS AND VOCABULARY COVERED: The PERIODO IPOTETICO (all three grades) and the combination of tenses. ALL vocabulary previously learned is recycled.

Combination of tenses is taught. Information is very difficult and takes time to master. The students at level 4 will just begin to practice this last grammar point of tense correlation and direct and indirect discourse.

VERBS: Verb time agreement – all verbs.

CHAPTERS COVERED: Unita' 10; Unita' 11 pp 416-417: This material must be drilled incessantly; pp 419-423; 426-436; 440-441.

CULTURE COVERED: Niccolò Machiavelli, Edmondo DeAmicis, Unification of Italy, Il Principe (excerpts), Cuore (excerpts), Collodi _ Pinocchio - short story writing, narration

ESSAYS WRITTEN: Open – Variety of topics (narration, history, persuasive, diary)

ORAL TESTS: dialogue - indovinare

Skills

- Describe and extract information regarding daily activities
- 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

Stage 2: Assessment Evidence

Assessments

Summative: Other oral assessments

Summative: Other written assessments

various essays, letter writing, diary, persuasion, narration, summary

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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams/ Literature / Film

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 and excerpts of literature



20th Century/ Concoranza dei tempi

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
 - 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
 - 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
 - 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
 - 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
 - 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
 - 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
 - 7.1.IL.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.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
 - 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.I.L.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.I.L.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.I.L.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.I.L.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.I.L.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Enduring Understandings

To exchange cultural differences and similarities through the communication of historical texts in Italian promote peaceful coexistence and understanding among cultures.

Using the past tenses, *passato remoto*, 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 using all tenses and moods 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 all the tenses in Italian?
- How do I use all of these tenses in proper order?
- How do I express my concerns via speech and the written word?
- Who is Liana Millu? Who is Italo Calvino? Who is Leonardo Sciascia? What did they do and why are they important?
- What happened in Italy WWII and Post War Italy?

Content

TOPICS AND VOCABULARY COVERED: The PERIODO IPOTETICO (all three grades) and the combination of tenses. ALL vocabulary previously learned is recycled.

Combination of tenses is reviewed Information is very difficult and takes time to master. The students at level 4 will practice this last grammar point of tense correlation and direct and indirect discourse.

VERBS: Verb time agreement – all verbs.

CHAPTERS COVERED: Unita' 10; Unita' 11 pp 416-417; This material must be drilled incessantly; pp 419-423; 426-436; 440-441.

CULTURE COVERED: Italian life: diversity of living conditions in North as compared to South of Italy. Italy During WWII *La Resistenza/ I Partigiani/* Post War Italy (Communismo); Millu, Calvino, Sciascia; *Perlasca*, You Tube *La Resistenza*

ESSAYS WRITTEN: Open – Variety of topics

ORAL/Aural Assessments

Skills

- Describe and extract information regarding daily activities
- 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

Stage 2: Assessment Evidence

Assessments

Summative: Other written 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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams/ Literature / Film
- Listening exams/ inner outer circles
- Analyzation of Literature/ Time periods / History/ Writers

Resources

Text book: *Partiamo 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>



Musica e Opera Italiana

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.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.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
 - 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
 - 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
 - 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
 - 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Enduring Understandings

To exchange cultural differences and similarities through the communication of historical texts in Italian promote peaceful coexistence and understanding among cultures.

Using the past tenses, passato remoto, 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 using all tenses and moods 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?
- What is the Opera?
- What is the difference between the Opera Leggera e Opera Buffa e Opera Sera e Opera Semiseria?
- 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:The PERIODO IPOTETICO (all three grades) and the combination of tenses. ALL vocabulary previously learned is recycled.

Combination of tenses Information is very difficult and takes time to master. The students practice this last grammar point of tense correlation and direct and indirect discourse.

VERBS: Verb time agreement – all verbs.

CHAPTERS COVERED: Unita' 10; Unita' 11 pp 416-417; This material must be drilled incessantly; pp 419-423; 426-436; 440-441.

CULTURE COVERED: Nord/Sud - Opera: Opera Leggera, Buffa. Seria e Semiseria. Venezia e Napoli

ESSAYS WRITTEN: Open – Variety of topics

ORAL TESTS: Photostory.

Skills

- Describe and extract information regarding daily activities
- 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
- Opera Italiana

Stage 2: Assessment Evidence

Assessments

Formative: Written Test

Summative: Other oral assessments

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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams Opera

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>: opera excerpts in target language



Societa Italiana

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.I.L.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
 - 7.1.I.L.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
 - 7.1.I.L.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
 - 7.1.I.L.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
 - 7.1.I.L.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
 - 7.1.I.L.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
 - 7.1.I.L.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.I.L.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
 - 7.1.I.L.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.I.L.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
 - 7.1.I.L.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - 7.1.I.L.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Enduring Understandings

To exchange cultural differences and similarities through the communication of historical texts in Italian promote peaceful coexistence and understanding among cultures.

Using the past tenses, passato remoto, 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 using all tenses and moods 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 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:The PERIODO IPOTETICO (all three grades) and the combination of tenses. ALL vocabulary previously learned is recycled.

All tenses all topics

VERBS: Verb time agreement – all verbs.

CHAPTERS COVERED: Unita' 10; Unita' 11 pp 416-417: This material must be drilled incessantly; pp 419-423; 426-436; 440-441.

CULTURE COVERED: Italian life: diversity of living conditions in North as compared to South of Italy. L'Ultimo Bacio. Final Project – Powerpoint oral recording.

ESSAYS WRITTEN: Open – Variety of topics (Email/diary/persuasion/narration/summary/ historical)

ORAL TESTS: Photostory.

Skills

- Describe and extract information regarding daily activities
- 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

Stage 2: Assessment Evidence

Assessments

Formative: Written Test

Summative: Other written assessments

Summative: Technology Project

Fotostory

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/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams
- In class hands on Cooking

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:clips/cooking> shows target language



Ripasso Esame Finale e Esami

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.I.L.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
 - 7.1.I.L.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
 - 7.1.I.L.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
 - 7.1.I.L.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
 - 7.1.I.L.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
 - 7.1.I.L.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
 - 7.1.I.L.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.I.L.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
 - 7.1.I.L.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.I.L.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
 - 7.1.I.L.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - 7.1.I.L.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use 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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Enduring Understandings

To exchange cultural differences and similarities through the communication of historical texts in Italian promote peaceful coexistence and understanding among cultures.

Using the past tenses, passato remoto, 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 consolidate all the information I have learned and use it properly to convey my thoughts in Italian on any topic in contemporary or historical culture?

Content

TOPICS COVERED: All tenses, all contexts, all combinations.

VERBS: ALL Verbs.

CHAPTERS COVERED: pp. 389-390; 395-397; 407-408; Unita' 11 pp 453-455. Unita' 10; Unita' 11 pp 416-417: This material must be drilled incessantly; pp 419-423, 426-436; 440-441.

CULTURE COVERED: DANTE ALIGHIERI – La Divina Commedia/Inferno e Purgatorio; Gommorrah, Napoli, Assisi/Umbria, Genoa. Italian life: diversity of living conditions in North as compared to South of Italy. Cuisine, Fashion, Music, Daily Life in Present Day Italy; L'Ultimo Bacio. WWII, All Literature covered throughout the year from various time periods in Italian History.

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.
- reivev 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

Formative: Written Test

Final Exam

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

Resources

Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011
 Authors: Branciforte, Suzanne and Di Fabio, Elvira

- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/powerpoints/audio/SMART board
- Differentiated Instruction/ Visual and abstract
- Use of music and History
- Internet
- Listening exams

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>: clips in target language