

Cliffside Park High School
Italian IV Curriculum
August 2018

Unit 1

Subject: Italian IV
Grade: 12

Unit Objectives:

- Students will be able to identify the correct verb tenses to use in different situations.

Essential Questions

- How and when do we use the direct object?
- What are the two differences in using Piacere?

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to	7.1.NH.C.1

	create a multimedia-rich presentation about community events and community service opportunities.	
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Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal:

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
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- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational:

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Vocabulary words chapter 11
- The phonetic sound and /gn/ oral presentation
- Useful objects Indirect pronouns Costruzioni con piacere – to like, to be pleasing

partner assessment

- Imperative forms with pronouns “lei and loro” Definitions and abbreviations Torino and Il Piemonte project

Formative:

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

Summative

- Dialog/skits Role playing activity
- Projects
- Homework assignments

Benchmark

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

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Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
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<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Unit 2

Subject: Italian IV
Grade:12

Unit Objectives:

- Students will be able to identify and explain important people in Italy's history.

Essential Questions

- Who are Dante Alighieri, Giuseppe Garibaldi, Benito Mussolini, Marco Polo and what are important facts about each?
- In what ways did these men impact the USA?
- What is the moral of the entire adventures of Pinocchio?

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2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2

3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

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Presentational:

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21st Century

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Concepts and Skills

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Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals
Unit 7--Going Green

Assessments

- Vocabulary words chapter 12
- The phonetic sound /ts/ and /ds/ assessment
- Definitions and types of sports found in Italy
- The simple future tense Bingo game
- Written response--important Italians (Google Slides)
- The trapassato (an action that had taken place before another past event) picture game

Formative:

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

Summative

- Dialog/skits Role playing activity
- Projects
- Homework assignments

Benchmark

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

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- Create joint assessments with Social Studies Department when content presents itself

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Unit 3

Subject: Italian IV
Grade:12

Unit Objectives:

- Students will be able to write short passages that pertain to food in Italy's culture.

Essential Questions

- What are the differences between Osteria, Trattoria, Ristorante?
- Define Gastronomia, Salumeria and Alimentari?

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Concepts and Skills

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Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Vocabulary chapter 13
- Terms related to food will be used to create a menu
- The conditional The combined forms of direct and indirect object pronouns assessment
- The present tense with “da” picture game
- Expression of time coloring book
- The reflexive pronouns “ci, vi, and si” to express reciprocal actions assessment

Formative:

- Interpretive reading and listening
- Interpersonal dialogues
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Summative

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Unit 4

Subject: Italian IV
Grade:12

Unit Objectives:

- Students will be able to examine the arts in Italy's history

Essential Questions

- Who are Enrico Caruso, Ruggero Leoncavallo, Gianlorenzo Bernini, and Giambattista Vico?
- Why is “Pulcinella caratteristica mashera” important in the Neapolitan theatre?

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Assessments

- Vocabulary words in chapter 14
- Radio and Television production assessment
- The subjunctive clause and the indicative mood Bingo game
- The irregular present subjunctive forms comic book
- Common impersonal expressions that require the subjunctive (possibility, probability, and opinion) assessment
- Naples city search

Formative:

- Interpretive reading and listening
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<ul style="list-style-type: none"> • Amplify learning by providing more challenging texts • Allow G & T students to complete author studies on specific writers 	<ul style="list-style-type: none"> • Allow for peer to peer collaboration within the classroom • Assign an English speaking mentor to help student with 	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers

<p>during this time period</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>language difficulties</p> <ul style="list-style-type: none"> ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<ul style="list-style-type: none"> ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Unit 5

Subject: Italian IV
Grade:12

Unit Objectives:

- Students will be able to compare and contrast Italian and American concerts.

Essential Questions

- Who is Enzo Ramazzotti?
- How and why do the Italian concerts differ from the American concerts?

#	STUDENT LEARNING OBJECTIVES	STANDARD
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal:

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational:

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally

authentic materials.

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

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Vocabulary works chapter 16
- Professions and occupations matching game
- The imperfect subjunctive children's book
- The trapassato del congiuntivo (compound form consisting of an auxiliary verb) Se (if) The past conditional scavenger hunt
- Florence city study

Formative:

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

Summative

- Dialog/skits Role playing activity
- Projects
- Homework assignments

Benchmark

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

- Oggi in Italia, by Franca Merlonghi
- "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino
- "Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition"
- Francesca Italiano "Italian Verb Drills" Paola Nanni-Tate
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students to	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)

<p>complete author studies on specific writers during this time period</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in 	<ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	their native language	
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Unit 6

Subject: Italian IV
Grade:12

Unit Objectives:

- Students will be able to explain the impact of the European Union.

Essential Questions

- What is the relationship of Italy and other European countries?
- What does UE (Unione Europea) mean?
- And how is it similar to USA (United States of America)?
- What countries belong to the UE? Lire vs. Euro

#	STUDENT LEARNING OBJECTIVES	STANDARD
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Standards

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Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Vocabulary words Chapter 17
- Furniture rooms, appliances Real estate advertisement assessment

- Comparisons of equality of adjectives and adverbs board game
- Comparisons inequality between two different subjects comic book
- Progressive tenses (ongoing actions) Adverbs that modify a verb, an adjective or another adverb (when , where, how and how often)
- Milan city study

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