

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
HIGHLAND TIMBER CREEK TRITON
WORLD LANGUAGE DEPARTMENT

Italian 3 SYLLABUS

Course Content and Timeline

A. In vacanza

- Identify and talk about types of vacations and types of accommodations. (7.1.IM.A.7, B.4, B.5)
- Indicate what you plan to do on vacation. (7.1.IM.B.4, B.5)
- Demonstrate how make a hotel reservation. (7.1.IM.A.3, A.5, A.7, B.4, C.2, C.3)
- Express what you prefer to do and not to do on vacation. (7.1.IM.B.4, B.5)
- Use and recognize the future tense of regular and irregular verbs to express an action that will take place in the future. (7.1.IM.A.8)
- Use and recognize the future tense to express what is probably true or to speculate or guess about what could be true. (7.1.IM.A.8)
- Apply the conjugation of the *si* impersonale construction to express a generalized subject. (7.1.IM.A.8)
- Identify and apply the rules for forming feminine nouns from their masculine forms. (7.1.IM.A.8)
- Discuss and talk about the location, coastline, language used and economy of region of Sardegna. (7.1.IM.A.4, A.7, B.5, R.CCR.1.2.4)
- Name the typical bread and typical ancient structures found throughout Sardegna. (7.1.IM.A.4, A.7, R.CCR.1.2.4)
- Compare customary vacation habits of the Italian people with your own. (7.1.IM.A.1, A.4, A.7, C.5, R.CCR.1.2.4)

B. Spesa e spese

- Identify and name different types of stores and shopkeepers found in an Italian town / city. (7.1.IM.A.7, B.4, B.5)
- Name, categorize and express in which stores you would buy products or where they are sold. (7.1.IM.A.5, B.4, C.3)
- Recognize and use several common measurements of the metric system used in Italy. (7.1.IM.A.5, B.4)
- Recognize if something is on sale or if there is a discount and the different expressions for grocery shopping and shopping. (7.1.IM.A.5)
- Use the object pronoun *ne* to express *it / of them, some* or *any*, and to replace phrases. (7.1.IM.A.5, A.8, B.4, C.3)
- Use the pronoun *ci* to express *there* or *here* and to replace phrases to refer to things and ideas. (7.1.IM.A.5, A.8, B.4, C.3)
- Use double object pronouns when the sentence has both an indirect and direct object pronoun. (7.1.IM.A.5, A.8, B.4, B.5)
- Use the informal commands of *tu*, *noi* and *voi* of regular and irregular verbs to tell someone what to do and not to do, give advice and exhortations. (7.1.IM.A.2, A.5, A.8, B.2, B.4, C.3)
- Describe the location, terrain, economy, coastline and unique habitations found in the two regions of Basilicata and Calabria (7.1.IM.A.4, A.7, R.CCR.1.2.4)
- Explain where you can find, what is sold and the advantages to shopping at an outside market in Italy. (7.1.IM.A.4, A.7, R.CCR.1.2.4)

C. La casa

- Identify and name rooms, furniture and types of dwellings. (7.1.IM.A.7, B.4, C.3)
- Identify and name the location of furniture or rooms of the house using prepositions. (7.1.IM.A.7, B.4, C.3)
- Describe activities that are done in various parts of the house. (7.1.IM.B.4, B.5, C.3)
- Talk about in which room pieces of furniture are located. (7.1.IM.B.4, B.5)
- Recognize signs that indicate if a house is wanted, for rent or sale. (7.1.IM.A.5)
- Apply and use indefinite adjectives to refer to not one particular person or thing. (7.1.IM.A.5, A.8, B.4, B.5, C.3)

- Apply and use indefinite pronouns to refer to not one particular person or thing replacing nouns. (7.1.IM.A.5, A.8, B.5, C.3)
- Use negative words and expressions to make a sentence negative. (7.1.IM.A.5, A.8, B.4, B.5, C.3)
- Use the formal command *Lei* and *Loro* of regular and irregular verbs to tell someone what to do or not to do. (7.1.IM.A.2, A.5, A.8, B.2, B.4, C.3)
- Name and discuss the location, coastline, capital and typical restructured habitations of the region of Puglia. (7.1.IM.A.4, A.7, R.CCR.1.2.4)
- Compare the age children leave home in Italy to their age in America. (7.1.IM.A.4, A.7, C.5, R.CCR.1.2.4)
- Explain why there is a high rate of children staying at home after college / university in Italy. (7.1.IM.A.4, A.7, R.CCR.1.2.4)

D. La difesa dell'ambiente

- Name and use expressions related to traffic, environment and recyclable materials. (7.1.IM.A.7, B.4, B.5, C.3)
- Discuss what you do to protect the environment. (7.1.IM.B.4, B.5, C.3)
- Describe ecological initiatives in effect in Italy to help protect the environment. (7.1.IM.A.4, A.5, A.7, C.4, R.CCR.1.2.4)
- Use the present tense conditional of regular and irregular verbs to express "would". (7.1.IM.A.8, B.4, B.5, C.3)
- Use present tense conditional of the verbs *dovere*, *volere* and *potere*. (7.1.IM.A.8, B.4, B.5, C.3)
- Use the conditional perfect to express "would have". (7.1.IM.A.8, B.5, C.3)
- Apply the use of possessive pronouns to express ownership. (7.1.IM.A.8, B.4, B.5, C.3)
- Name and discuss the location, terrain, economy of the regions of Abruzzo and Molise. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Name a natural reserve and a fine product grown and sold domestically and abroad from the region of Abruzzo. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Discuss recycling initiatives practiced in Italy and compare to those of the United States. (7.1.IM.A.4, A.5, A.7, C.4, C.5, R.CCR.1.2.4)
- Tell at what age and how Italians obtain their driver's license. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Describe what it is like to drive by car in Italy. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Name a traffic rule that is different in Italy than in the United States and the type of gas sold in Italy. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Name a common means of transportation characteristic of Italy. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)

E. La musica e il teatro

- Name and use expressions related to music, theatre, opera, musical instruments and genres of music. (7.1.IM.A.7, B.4, B.5, C.2)
- Name and discuss an Italian instrument that has widespread fame in the world. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Define and discuss the *Commedia dell'Arte* and identify its characters. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Use relative pronouns to link one clause to another. (7.1.IM.A.5, A.8, B.4, C.2)
- Use the pronoun "chi" to express the one(s) who, he/she who, or those who. (7.1.IM.A.5, A.8, B.5, C.2)
- Apply the uses of the construction of the infinitive to function as the subject or direct object. (7.1.IM.A.5, A.8, C.2)
- Identify and recognize which verbs require the prepositions "a" and "di" after a conjugated verb and before the infinitive. (7.1.IM.A.5, A.8, C.2)
- Apply the rules of making nouns and adjectives plural that end in "-a". (7.1.IM.A.5, A.8)
- Identify the location of the region of Liguria, talk about the importance of the region's capital and name a famous composer and food product of the region. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)

- Describe the festival of Sanremo in terms of what it is, where and when it takes place, the participants and how it is judged. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)

Course Expectations and Skills

1. Maintain a notebook.
2. Apply vocabulary and grammar to reading, writing and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in a variety of tenses.
4. Create a variety of chapter-based projects including those that require the use of technology and the development of an Electronic Portfolio.
5. Develop a cross-cultural awareness through exposure to cultural practices.

Resources

Text Books: *Prego 8th edition*

Supplemental Materials: *Prego 8th edition* practice workbook, listening activities, and cultural videos

Grading Scale

Category	College Prep (Honors)
Classwork	20%
Homework	20%
Minor Assessments	20%
Major Assessments	40%

Black Horse Pike Regional School District Curriculum Template ENGAGING STUDENTS •
FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Italian 3 Honors

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 3 Honors Unit 1 In vacanza</p>	<p>Unit Summary: In this unit students will learn to talk about different types of vacations and accommodations available to them. They will also be able to express their plans for a vacation and be able to make a reservation at a hotel. Students will be able to discuss the vacation customs of Italians and compare them with their own. To accomplish this students will learn to use the future tense and the si impersonale construction. They will also learn to apply the rules of forming feminine nouns from their masculine forms. In addition, students will learn some customs and cultural practices of the region of Sardegna.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do I talk about a variety of vacation types and accommodations? • How do I talk about what I am planning for vacation? • How do I talk about what I like / prefer and not like to do on vacation? • How do I make a hotel reservation? • How do I use the future tense? • How do I use the future tense of probability? • How do I use the si impersonale construction? • What are the rules for forming feminine nouns from their masculine forms? • What are the customary vacation habits of the Italian people? • What are some customs and practices specific to the region of Sardegna? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • There are expressions used for going on vacation to express vacation types and types of accommodations. • There are expressions used to express what you will do while on vacation. • There are expressions used to make a hotel reservation. • The future tense is used to express an action that will take place in the future. • The future of probability is used to talk about what is probably true or to speculate or guess about what could be true. • The si impersonale expresses a generalized subject. • There are certain types of masculine nouns that can be changed to a feminine form. • Italian vacation / holidays are spread throughout the year, enjoyed with family and friends, but are unique to their country. • Sardegna has it's own language, customary food, and unique ancient structures.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Identify and talk about different types of vacations and accommodations.	1. 7.1.IM.A.7, B.4, B.5
2. Indicate what you plan to do on vacation.	2. 7.1.IM.B.4, B.5
3. Express what you prefer to do and not to do on vacation.	3. 7.1.IM.B.4, B.5
4. Demonstrate how to make a hotel reservation.	4. 7.1.IM.A.3, A.5, A.7, B.4, C.2, C.3
5. Use and recognize the future tense of regular and irregular verbs to express and action that will take place in the future.	5. 7.1.IM.A.8
6. Use and recognize the future tense of probability to express what is probably true or to speculate or guess what could be true.	6. 7.1.IM.A.8
7. Apply the si impersonale construction to express a generalized subject.	7. 7.1.IM.A.8
8. Identify and apply the rules of forming feminine nouns from their masculine forms.	8. 7.1.IM.A.8
9. Compare customary vacation habits of the Italian people with your own.	9. 7.1.IM.A.1, A.4, A.7, C.5, R.CCR.1.2.4
10. Discuss and talk about location, coastline, language used and economy of the region of Sardegna.	10. 7.1.IM.A.4, A.7, B.5, R.CCR.1.2.4
11. Name the typical bread and ancient structures found throughout Sardegna.	11. 7.1.IM.A.4, A.7, R.CCR.1.2.4

Inter-Disciplinary Connections:

Technology: Websites: alice.it; altavista.it; arianna.it; google.it and .com; kataweb.it: cultural searches on vacations and Sardegna.

Social Studies: Learn about Italian vacation customs and customs of the region of Sardegna.

English: Analyze Italian grammar compared to English grammar.

Music: Students will read and listen to "A chi".

Students will engage with the following text:

- *Prego! an invitation to Italian* Textbook (McGraw Hill)
- *Prego* Practice Workbook / Audio Activities (McGraw Hill)
- Instructional Videos (vocabulary, grammar, culture) (McGraw Hill) (YouTube)
- Authentic Song "A chi" to listen and comprehend to whom the song was written for and identify the

future tense.

- Quizlet.com to review vocabulary and grammar

Students will write:

- Fill in the blank and open-ended questions to give and find out information about your vacation plans and future plans, to express what would probably be true, making a hotel reservation and to compare daily things that one does in Italy and the United States.
- Written dialog to discuss future plans and how to make a hotel reservation.
- Written composition describing your last vacation and what you did and compare it with what will do on your next vacation.
- Itinerary for a dream vacation using the future tense and si impersonale construction.
- Dictations of vocabulary
- Conjugations of regular / irregular verbs using the future tense and si impersonale construction.
- Cornell Notes (future tense, special uses of future tense, si impersonale construction, feminine nouns, cultural topics of Italian vacation habits and of the region of Sardegna).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions; provide guided dialogs and students fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)
- Provide assignment choices that require more detail and a deeper understanding of material.
- Provide more reading material for a deeper depth of knowledge of vocabulary, syntax and grammar.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Power Point presentations for vocabulary introduction and pronunciation of vacation types, accommodations and vacation related terms.
- Power Point presentations for grammar introduction of the future tense, si impersonale construction and the formation of feminine nouns
- Authentic video using vocabulary to reserve a room in a hotel
- Venn Diagram to compare and contrast American vacation habits and Italian vacation habits.
- Realia (read an advertisement in a vacation brochure)
- Information Gap activities to talk about future events, vacations, what could be true and what one does
- Hands-on activities (Smart Board games, activities for vocabulary and grammar, verb conjugation games)
- Listening activities (Audio workbook, Power Point presentations, music, teacher – lead choral response)
- Cornell Note taking (Power Point presentations, teacher lecture, textbook readings)
- Guided short writing activities from textbook, Power Point notes or prompts
- Practice workbook activities for vocabulary and grammar

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will create Power Point presentations for additional vocabulary.
- Students will create additional practice tools to assist the learning of their peers.
- Students will further investigate topics relating to cultural material covered in the unit.
- Students will write a composition on tourism in Italy.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quiz 1: vacation types, accommodations and vacation related terms
- Quiz 2: simple future tense
- Quiz 3: special uses of the future tense
- Quiz 4: si impersonale construction
- Quiz 5: formation of feminine nouns
- Homework (written exercises, quizlet.com)
- Class discussions / oral participation
- Notebook checks / practice sheets
- Classwork

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide student with study guide.
- Quizzes may have fewer questions, less choices, removal of ambiguous choices and removal of true and false.
- Provide more time for quizzes and classwork.
- Clarify directions, check for understanding and the student reiterates the directions.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

Summative Assessments:

- Benchmark on vocabulary relating to vacation terminology, grammar of the future tense, si impersonale construction and formation of feminine nouns, culture of Italian vacations and region of Sardegna.
- Benchmark on reading, writing and listening encompassing the vocabulary and grammar of the unit.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide a study guide with highlighted or underlined key information.
- Provide word bank, decrease number of questions, read directions and student reiterates directions, model responses, provide opportunity for extended time.

Modifications / Accommodations for gifted and talented learners:

- Tests should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects - Students will write an itinerary of a dream vacation using the future and si impersonale construction.
- Dialogues / Role-plays - Students will write a dialogue in which they tell each other about their future plans.
- Oral Assessment – Description of what vacation type and accommodation they prefer and what they will do on vacation, future tense and si impersonale construction.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Create, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions and give directions for one section of the project at a time.

Modifications / Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc. in the target language.
- Expect students to process a greater volume of any given printed material, and give them the option of independent world language projects of choice.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Italian 3 Honors

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 3 Honors Unit 2 Spesa e spese</p>	<p>Unit Summary: In this unit students will learn to talk about the various types of stores, merchants and shopkeepers in Italy. They will learn additional food items and related terminology used to go shopping or grocery shopping. Students will also be able to express common units of measurement using the metric system. They will learn about consignment shops and the Italian tradition of outside markets. To accomplish this students will learn to use the object pronouns “ne” and “ci”, double object pronouns and the informal imperative tense. In addition, students will learn some customs and cultural practices of the regions of Basilicata and Calabria.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do I talk about the various types of stores, merchants and shopkeepers in Italy? • How do I express how much of an item I would like to buy? • How do I differentiate expressing whether I want to go grocery shopping or shopping in general? • How do I express where to buy or who sells a particular item? • What are consignment shops like in Italy? • Where and when are outside markets held? • What types of items could you buy at an outside market? • What is the “mercati delle pulci”? • How do I use the object pronoun “ne”? • How do I use the 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • There are various types of shops and shopkeepers in Italy to buy particular items rather than going to the supermarket. • Italy uses the metric system as its unit of measurement. • There are expressions used to differentiate between going grocery shopping and shopping in general. • Italy like the United States has consignment shops and flea markets. • Italy has a strong tradition of holding outside markets in various cities. • The object pronoun “ne” is used to replace a “di” + infinitive or “di” + noun phrase; it can correspond to <i>some</i> or <i>any</i>; it can be used with quantity to express <i>of it / of them</i>. • The pronoun “ci” is used to replace “a/in” + noun, “da” + person and “a” + infinitive phrase to express <i>there</i> or <i>here</i>; it can also replace “a” + noun to refer to things or ideas. • Double object pronouns are used when there is both an indirect and direct object pronoun in a sentence. • The informal imperative tense is used to give orders, advice and exhortations. • Basilicata and Calabria are two southern mountainous regions of Italy with stupendous coastlines; their economy is based on the farming of animals, the production of wines and cheeses and tourism. • In the region of Basilicata there are unique habitations carved out of limestone rock connected to each other and are known as the Sassi di Matera. • Il Lungomare in Reggio Calabria is known for its optical illusion in which the coast of Sicily seems much closer than what it is.

<p>pronoun “ci”?</p> <ul style="list-style-type: none"> • What is a double object pronoun and how do I use it? • How do I tell others what to do or not to do in an informal manner? • What are some customs and practices specific to the regions of Basilicata and Calabria? 	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Identify and name different types of stores and shopkeepers found in an Italian town / city.	1. 7.1.IM.A.7, B.4, B.5
2. Name, categorize and express in which stores you would buy products or where they are sold.	2. 7.1.IM.A.5, B.4, C.3
3. Recognize and use several common measurements of the metric system used in Italy.	3. 7.1.IM.A.5, B.4
4. Recognize if something is on sale or if there is a discount and the different expressions for grocery shopping and shopping in general.	4. 7.1.IM.A.5
5. Use the object pronoun “ne” to express <i>of it / of them, some or any</i> , and to replace phrases.	5. 7.1.IM.A.5, A.8, B.4, C.3
6. Use the pronoun “ci” to express <i>there or here</i> and to replace phrases to refer to things or ideas.	6. 7.1.IM.A.5, A.8, B.4, C.3
7. Use double object pronouns when the sentence has both an indirect and direct object pronoun.	7. 7.1.IM.A.5, A.8, B.4, B.5
8. Use the informal commands of tu, noi and voi of regular and irregular verbs to tell someone what to do and not to do, give advice and exhortations.	8. 7.1.IM.A.2, A.5, A.8, B.2, B.4, C.3
9. Describe the location, terrain, economy, coastline and unique habitations found in the two regions of Basilicata and Calabria.	9. 7.1.IM.A.4, A.7, R.CCR.1.2.4
10. Explain where you can find, what is sold and the advantages to shopping at an outside market in Italy.	10. 7.1.IM.A.4, A.7, R.CCR.1.2.4

Inter-Disciplinary Connections:

Technology: Websites: Websites: alice.it; altavista.it; arianna.it; google.it and .com; kataweb.it: cultural searches on agritourism (Basilicata, Calabria) and on markets in Italy.

Social Studies: Learn the customs of the Italian market and the regions of Basilicata and Calabria.

English: Analyze Italian grammar compared to English grammar.

Music: Students will read and listen to “Parlami”

Students will engage with the following text:

- *Prego! an invitation to Italian* Textbook (McGraw Hill)
- *Prego Practice Workbook / Audio Activities* (McGraw Hill)
- Instructional Videos (vocabulary, grammar, culture) (McGraw Hill) (YouTube)
- Authentic Song “Parlami” to listen and identify the use of the imperative tense and review the previously learned vocabulary relating to the human body.
- Quizlet.com to review vocabulary and grammar

Students will write:

- Fill in the blank and open-ended questions to give and find out information about where to buy particular items, who sells them and how much of an item you will buy
- Written dialog to discuss what items you will buy, how much of them you will buy and where for a party that you are planning.
- Fill in the blank and open-ended questions using the pronouns “ci” and “ne”.
- Fill in the blank, open-ended questions and sentences containing double object pronouns.
- Dictations of vocabulary
- Conjugations of regular / irregular verbs using the informal imperative tense.
- Cues for a Simon Says game.
- Cornell Notes (the object pronoun “ne”, pronoun “ci”, double object pronouns, informal imperative tense, cultural topics of markets in Italy and the regions of Basilicata and Calabria).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions; provide guided dialogs and students fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)
- Provide assignment choices that require more detail and a deeper understanding of material.
- Provide more reading material for a deeper depth of knowledge of vocabulary, syntax and grammar.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Power Point presentations for vocabulary introduction and pronunciation of various types of stores and shopkeepers, and store related terminology.
- Power Point presentations for grammar introduction of the object pronoun “ne”, pronoun “ci”, double object pronouns and the informal imperative tense.
- Authentic video using vocabulary and demonstrating shopping in a pastry shop.
- Realia (read an advertisement from a supermarket)
- Information Gap activities to talk about shops and shopkeepers, where to buy items and how much of them you will buy, to use the object pronoun “ne”, pronoun “ci” and double object pronouns.
- Hands-on activities (Smart Board games, activities for vocabulary and grammar, verb conjugation games)
- Listening activities (Audio workbook, Power Point presentations, music, teacher – lead choral response)
- Cornell Note taking (Power Point presentations, teacher lecture, textbook readings)
- Guided short writing activities from textbook, Power Point notes or prompts
- Practice workbook activities for vocabulary and grammar

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will create Power Point presentations for additional vocabulary.
- Students will create additional practice tools to assist the learning of their peers.
- Students will further investigate topics relating to cultural material covered in the unit.
- Students will write a composition on agritourism in Italy.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quiz 1: shops, shopkeepers and store related terms
- Quiz 2: object pronoun "ne"
- Quiz 3: pronoun "ci"
- Quiz 4: double object pronouns
- Quiz 5: informal imperative tense
- Homework (written exercises, quizlet.com)
- Class discussions / oral participation
- Notebook checks / practice sheets
- Classwork

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide student with study guide.
- Quizzes may have fewer questions, less choices, removal of ambiguous choices and removal of true and false.
- Provide more time for quizzes and classwork.
- Clarify directions, check for understanding and the student reiterates the directions.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

Summative Assessments:

- Benchmark on vocabulary relating to shops and shopkeeper terminology, grammar of the object pronoun "ne", pronoun "ci", double object pronouns, informal imperative tense and culture of Italian markets and the regions of Basilicata and Calabria.
- Benchmark on reading, writing and listening encompassing the vocabulary and grammar of the unit.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide a study guide with highlighted or underlined key information.
- Provide word bank, decrease number of questions, read directions and student reiterates directions, model responses, provide opportunity for extended time.

Modifications / Accommodations for gifted and talented learners:

- Tests should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects – Research a famous market or store and create a description and review in trip advisor style stating such things as what you can buy, who sells you the merchandise, how much it costs, and give a rating and a review of the market or store.
- Dialogues / Role-plays - Students will write a dialogue in which they will discuss what they will buy, where and how much they will buy using the grammar and vocabulary from the chapter for a party that they are planning.
- Oral Assessment – Description of where they can buy particular items in Italy or who would sell a particular item, how much they will buy using the metric system, answer questions requiring the use of the pronouns “ci” or “ne” and double object pronouns and use of imperative tense.

Bloom’s Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Create, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions and give directions for one section of the project at a time.

Modifications / Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc. in the target language.
- Expect students to process a greater volume of any given printed material, and give them the option of independent world language projects of choice.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Italian 3 Honors

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 3 Honors Unit 3 La casa</p>	<p>Unit Summary: In this unit students will learn to talk about their house or apartment in terms of the rooms, floors, furniture and location of items within the house using prepositions. Students will also be able to describe what they are looking for in terms of rooms, floors and furniture when searching for a house or apartment. They will learn about several famous house museums located in Italy once inhabited by Dante Alighieri, Cristoforo Colombo, Leonardo da Vinci and Gioacchino Rossini. Students will learn and discuss the reasons why older aged children in Italy stay at home longer. They will also be able to compare the ages of young people leaving home and their reasons for being able to or not being able to both in the United States and Italy. Students will learn the grammar of indefinite adjectives, indefinite pronouns, negatives and the formal imperative tense. In addition, students will learn some customs and cultural practices of the region of Puglia.</p>
<p>Grade Level(s): 11</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • There are expressions used for naming the rooms of the house, floors and furniture within the house. • There are expressions used for describing the items within a room and to talk about their location. • There are expressions used to tell if a house is wanted, for rent or for sale. • Each room within the house can be associated with an activity that you do. • There is an expression used to talk about where to place items within the house. • House museums are places that were once inhabited by important or famous people; furniture, personal and daily objects and often letters or pages of manuscripts are preserved; well known house museums are those of Dante Alighieri, Cristoforo Colombo, Leonardo da Vinci and Gioacchino Rossini. • Indefinite adjectives are used to refer to not one particular person or thing. • Indefinite pronouns are used to refer not to one particular person or thing and also replace nouns. • There are words and expressions used in conjunction with the word “non” to make a sentence negative to express <i>nothing, no one, nobody, never, not yet, no longer and neither...nor.</i> • There are formal imperatives used to give commands.
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do I talk about rooms, floors and furniture of the house? • How do I describe the items within a room and talk about their location? • How do I recognize if a house / apartment is wanted, for rent or for sale? • How do I talk about what activities are done in each room of the house? • How do I talk about where to place certain items within the house? • What is a “casa museo”? • What is usually kept and preserved in a house museum? • What are the names of several famous people whose houses are now house museums in Italy 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • There are expressions used for naming the rooms of the house, floors and furniture within the house. • There are expressions used for describing the items within a room and to talk about their location. • There are expressions used to tell if a house is wanted, for rent or for sale. • Each room within the house can be associated with an activity that you do. • There is an expression used to talk about where to place items within the house. • House museums are places that were once inhabited by important or famous people; furniture, personal and daily objects and often letters or pages of manuscripts are preserved; well known house museums are those of Dante Alighieri, Cristoforo Colombo, Leonardo da Vinci and Gioacchino Rossini. • Indefinite adjectives are used to refer to not one particular person or thing. • Indefinite pronouns are used to refer not to one particular person or thing and also replace nouns. • There are words and expressions used in conjunction with the word “non” to make a sentence negative to express <i>nothing, no one, nobody, never, not yet, no longer and neither...nor.</i> • There are formal imperatives used to give commands.

and where are they located?

- How do I use indefinite adjectives?
- How do I use indefinite pronouns?
- What words and expressions are used in conjunction with the word “non” to make a sentence negative?
- How do I use negatives?
- How do I tell others what to do or not to do in a formal manner?
- At what ages do children still live at home in Italy?
- What are the reasons why older aged children tend to stay home with their parents?
- What are some customs and practices specific to the region of Puglia?

- Children tend to be older when they leave their parents’ home than children in the United States due to social and economic reasons.
- Puglia at the heel of the boot of Italy is a region abundant with olive trees and vineyards; the coastline boasts crystalline waters and has natural inlets and bays; there are Albanian communities that keep their religious and linguistic traditions; I trulli are typical habitations of Puglia and Lecce is one of the capitals of the province of the region of Puglia.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Identify and name rooms, furniture and types of dwellings.	1. 7.1.IM.A.7, B.4, C.3
2. Identify and name the location of furniture or rooms of the house using prepositions.	2. 7.1.IM.A.7, B.4, B.5, C.3
3. Describe activities that are done in various parts of the house.	3. 7.1.IM.B.4, B.5, C.3
4. Talk about in which rooms pieces of furniture are located.	4. 7.1.IM.B.4, B.5
5. Recognize signs that indicate if a house is wanted, for rent or sale.	5. 7.1.IM.A.5
6. Apply and use indefinite adjectives to refer to not one particular person or thing.	6. 7.1.IM.A.5, A.8, B.4, B.5, C.3
7. Apply and use indefinite pronouns to refer to not one particular person or thing replacing nouns.	7. 7.1.IM.A.5, A.8, B.5, C.3
8. Use negative words and expressions to make a sentence negative.	8. 7.1.IM.A.5, A.8, B.4, B.5, C.3
9. Use the formal command <i>Lei</i> and <i>Loro</i> of regular and irregular verbs to tell someone what to do or not to do.	9. 7.1.IM.A.2, A.5, A.8, B.2, B.4, C.3
10. Name and discuss the location, coastline, capital and typical restructured habitations of the region of Puglia.	10. 7.1.A.4, A.7, R.CCR.1.2.4
11. Compare the age children leave home in Italy to their age in America.	11. 7.1.IM.A.4, A.7, C.5, R.CCR.1.2.4
12. Explain why there is a high rate of children staying at home after college / university in Italy.	12. 7.1.IM.A.4, A.7, R.CCR.1.2.4

Inter-Disciplinary Connections:

Technology: Websites: Websites: alice.it; altavista.it; arianna.it; google.it and .com; kataweb.it: cultural searches on the region of Puglia and apartments for rent in Rome, Florence and Venice.

Social Studies: Learn the cultural perspective of youth staying at home at an older age in Italy and the customs of the region of Puglia.

English: Analyze Italian grammar compared to English grammar.

Music: Students will read and listen to “Nessun dorma”.

Students will engage with the following text:

- *Prego! an invitation to Italian* Textbook (McGraw Hill)
- *Prego Practice Workbook / Audio Activities* (McGraw Hill)
- Instructional Videos (vocabulary, grammar, culture) (McGraw Hill) (YouTube)
- Authentic Song “Nessun dorma” to listen and identify the use of negatives and the imperative tense.
- Quizlet.com to review vocabulary and grammar

Students will write:

- Fill in the blank and open-ended questions to give and find out information about rooms and furniture of the house, where they are located, activities done in the house and where to put furniture in the house.
- Written composition to describe the house and area in which you live.
- Fill in the blank and guided questions using indefinite adjectives, pronouns and formal commands.
- Fill in the blank, guided and open-ended questions using negatives.
- Dictations of vocabulary
- Conjugations of regular / irregular verbs using the formal imperative tense.
- Advertisement to describe and sell a “dream” house.
- Cornell Notes (indefinite adjectives, indefinite pronouns, negatives, formal imperative tense, cultural topics of youth at home in Italy and the region of Puglia).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions; provide guided dialogs and students fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)
- Provide assignment choices that require more detail and a deeper understanding of material.
- Provide more reading material for a deeper depth of knowledge of vocabulary, syntax and grammar.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Power Point presentations for vocabulary introduction and pronunciation of rooms of the house, residences, furniture, prepositions and other related vocabulary pertaining to the house.
- Power Point presentations for grammar introduction of indefinite adjectives, indefinite pronouns, negatives and the formal imperative tense.
- Authentic video using vocabulary to search for an apartment for rent.
- Venn Diagram to compare and contrast the age of youth staying at home in Italy and in America and the reasons why.
- Realia (read several real estate advertisements)
- Information Gap activities to practice the use of indefinite adjectives, pronouns, negatives and formal commands.
- Hands-on activities (Smart Board games, activities for vocabulary and grammar, verb conjugation games)
- Listening activities (Audio workbook, Power Point presentations, music, teacher – lead choral response)
- Cornell Note taking (Power Point presentations, teacher lecture, textbook readings)
- Guided short writing activities from textbook, Power Point notes or prompts
- Practice workbook activities for vocabulary and grammar

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will create Power Point presentations for additional vocabulary.
- Students will create additional practice tools to assist the learning of their peers.
- Students will further investigate topics relating to cultural material covered in the unit.
- Students will write a composition on *il problema della casa e i senzatetto*.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quiz 1: rooms of the house, residences, furniture, prepositions and other related vocabulary pertaining to the house
- Quiz 2: indefinite adjectives
- Quiz 3: indefinite pronouns
- Quiz 4: negatives
- Quiz 5: formal imperative tense
- Homework (written exercises, quizlet.com)
- Class discussions / oral participation
- Notebook checks / practice sheets
- Classwork

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide student with study guide.
- Quizzes may have fewer questions, less choices, removal of ambiguous choices and removal of true and false.
- Provide more time for quizzes and classwork.
- Clarify directions, check for understanding and the student reiterates the directions.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

Summative Assessments:

- Benchmark on vocabulary relating to house terminology, grammar of indefinite adjectives, indefinite pronouns, negatives, formal commands, culture of youth at home in Italy and region of Puglia.
- Benchmark on reading, writing and listening encompassing the vocabulary and grammar of the unit.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide a study guide with highlighted or underlined key information.
- Provide word bank, decrease number of questions, read directions and student reiterates directions, model responses, provide opportunity for extended time.

Modifications / Accommodations for gifted and talented learners:

- Tests should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects - Students will write an advertisement to describe and sell a “dream house” to a potential buyer using learned vocabulary, indefinite adjectives and pronouns, formal commands and negatives.
- Oral Assessment – Description of what their house is like in terms of rooms and what types of furniture are in the rooms and location, questions that require in the response the use of indefinite adjectives, pronouns, or negatives and formal commands.

Bloom’s Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Create, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions and give directions for one section of the project at a time.

Modifications / Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc. in the target language.
- Expect students to process a greater volume of any given printed material, and give them the option of independent world language projects of choice.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Italian 3 Honors

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 3 Honors Unit 4 La difesa dell'ambiente</p>	<p>Unit Summary: In this unit students will learn to talk about defending the environment and be able to express individually what they do to protect the environment. They will learn about ecological initiatives in effect in Italy and be able to compare recycling initiatives practiced in Italy to their own. They will also learn about traveling in Italy by car, the traffic and the Italian driver's license. Students will learn the grammar of the present conditional tense, the conditional tense of the verbs <i>dovere</i>, <i>volere</i> and <i>potere</i>, the conditional perfect tense and possessive pronouns. In addition, students will learn some customs and cultural practices of the regions of Abruzzo and Molise.</p>
<p>Grade Level(s): 11</p>	<p>Unit Summary: In this unit students will learn to talk about defending the environment and be able to express individually what they do to protect the environment. They will learn about ecological initiatives in effect in Italy and be able to compare recycling initiatives practiced in Italy to their own. They will also learn about traveling in Italy by car, the traffic and the Italian driver's license. Students will learn the grammar of the present conditional tense, the conditional tense of the verbs <i>dovere</i>, <i>volere</i> and <i>potere</i>, the conditional perfect tense and possessive pronouns. In addition, students will learn some customs and cultural practices of the regions of Abruzzo and Molise.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do I talk about traffic, the environment and recyclable materials? • How do I talk about what I do to protect the environment? • What are two ecological initiatives in effect in Italy to help protect the environment? • What are the recycling initiatives practiced in Italy? • At what age and how does one obtain a driver's license in Italy? • What is a traffic rule that is different in Italy than in the United States? • How is traveling by car in Italy and what is the traffic like in metropolitan cities? • What type of gas is sold in Italy to reduce pollution? • How do I use the present 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • There are expressions used to talk about the traffic, environment and recyclable materials. • There are initiatives in place that you could practice to help protect the environment. • In certain periods during the year Italians walk, go by bicycle or use public means of transportation on Sundays instead of driving their cars; Italians have also adopted the practice of minimizing traffic by having cars with the last digit being even on the license plate drive on certain days and on other days cars with the last digit being uneven on the license plate may drive. • There are various containers to dispose of recyclable materials. • There are many ad campaigns in Italy to encourage the public to recycle. • In many Italian schools there are educational programs to promote a clean and protected environment. • One may obtain a driver's license in Italy at the age of 18 to drive a car and at the age of 16 to drive a moped; to obtain a driver's license one must pass a written and driving exam; There is aggressive and chaotic traffic in the bigger cities; some driving rules are different in Italy than in the United States; diving by car is very expensive, a common characteristic of Italian traffic is the use of the motorino; the only type of gas sold in Italy today is <i>la benzina verde</i>. • The present conditional tense corresponds to the English <i>would + verb</i>. • The present conditional tense of the verbs <i>dovere</i>, <i>volere</i> and <i>potere</i> is often used instead of the present tense to soften the impact of a statement or request. • The conditional perfect tense is the equivalent of English <i>would have +</i>

<p>conditional tense?</p> <ul style="list-style-type: none"> • How do I use the present conditional tense of the verbs <i>dovere</i>, <i>volere</i> and <i>potere</i>? • How do I use the conditional perfect tense? • How do I use possessive pronouns? • What are some customs and practices specific to the regions of Abruzzo and Molise? 	<p>past participle.</p> <ul style="list-style-type: none"> • Possessive pronouns express ownership and correspond to English mine, yours, his, hers, its, ours and theirs; they stand alone unlike possessive adjectives. • Abruzzo and Molise are two mountainous regions in Southern Italy; Il Gran Sasso is the highest mountain peak of the Apennine mountain range; the economy is based on industry, agriculture and tourism; the region of Abruzzo has numerous protected parks and harvests the finest saffron that is sold domestically and abroad.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Name and use expressions related to traffic, environment and recyclable materials.	1. 7.1.IM.A.7, B.4, B.5, C.3
2. Discuss what you do to protect the environment.	
3. Describe ecological initiatives in effect in Italy to help protect the environment.	2. 7.1.IM.B.4, B.5, C.3
4. Use the present tense conditional of regular and irregular verbs to express “would”.	3. 7.1.IM.A.4, A.5, A.7, C.4, R.CCR.1.2.4
5. Use the present tense conditional of the verbs <i>dovere</i> , <i>volere</i> and <i>potere</i> .	
6. Use the conditional perfect tense to express “would have”.	
7. Apply the use of possessive pronouns to express ownership.	4. 7.1.IM.A.8, B.4, B.5, C.3
8. Name and discuss the location, terrain, economy of the regions of Abruzzo and Molise.	
9. Name a natural reserve and a fine product grown and sold domestically and abroad from the region of Abruzzo.	5. 7.1.IM.A.8, B.4, B.5, C.3
10. Discuss recycling initiatives practiced in Italy and compare to those of the United States.	6. 7.1.IM.A.8, B.5, C.3
11. Tell at what age and how Italians obtain their driver’s license.	
12. Describe what it is like to drive by car in Italy.	7. 7.1.IM.A.8, B.4, B.5, C.3
13. Name a traffic rule that is different in Italy than in the United States and the type of gas sold in Italy.	
14. Name a common means of transportation characteristic of Italy.	8. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4
	9. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4

10. 7.1.IM.A.4, A.5,
A.7, C.4, C.5,
R.CCR.1.2.4

11. 7.1.IM.A.4, A.5,
A.7, R.CCR.1.2.4

12. 7.1.IM.A.4, A.5,
A.7, R.CCR.1.2.4

13. 7.1.IM.A.4, A.5,
A.7, R.CCR.1.2.4

14. 7.1.IM.A.4, A.5,
A.7, R.CCR.1.2.4

Inter-Disciplinary Connections:

Technology: Websites: Websites: alice.it; altavista.it; arianna.it; google.it and .com; kataweb.it: cultural searches on the environment, animal rights in Italy and on the region of Abruzzo with its many national and regional parks.

Social Studies: Learn the cultural customs and practices of the regions of Abruzzo and Molise.

Science: Learn ways to help protect the environment.

English: Analyze Italian grammar compared to English grammar.

Music: Students will read and listen to “Potrei”.

Students will engage with the following text:

- *Prego! an invitation to Italian* Textbook (McGraw Hill)
- *Prego Practice Workbook / Audio Activities* (McGraw Hill)
- Instructional Videos (vocabulary, grammar, culture) (McGraw Hill) (YouTube)
- Authentic Song “Potrei” to listen and identify the use of the conditional tense and discuss meaning of the opening of the song.
- Quizlet.com to review vocabulary and grammar

Students will write:

- Fill in the blank and open-ended questions to give and find out information about what you would do to help protect the environment.
- Written composition to describe the traffic, means of transportation and the initiatives that one could take to better the use of transportation in the town in which you live.
- Fill in the blank and open-ended questions using present conditional tense and the present conditional tense of the verbs *dovere*, *volere* and *potere*.
- Fill in the blank and open-ended questions using the conditional perfect tense and possessive pronouns.
- Dictations of vocabulary
- Conjugations of regular / irregular verbs using the conditional tense including the verbs *dovere*, *volere*,

potere and conditional perfect tense.

- Newsletter making suggestions on how to make our school a green school.
- Survey results of what your classmates do and do not do to protect the environment.
- Cornell Notes (present conditional tense, present conditional tense of *dovere*, *volere* and *potere*, conditional perfect tense, possessive pronouns, cultural topics of initiatives to protect the environment in Italy and the regions of Abruzzo and Molise).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions; provide guided dialogs and students fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)
- Provide assignment choices that require more detail and a deeper understanding of material.
- Provide more reading material for a deeper depth of knowledge of vocabulary, syntax and grammar.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Power Point presentations for vocabulary introduction and pronunciation of terms related to traffic, the environment and recyclable materials.
- Power Point presentations for grammar introduction of the present conditional tense, present conditional tense of the verbs *dovere*, *volere* and *potere*, conditional perfect tense and possessive pronouns.
- Authentic video using dialogue to talk about filling up your tank at a gas station, safety and driving habits.
- Venn Diagram to compare and contrast environmental initiatives of Italians and Americans.
- Realia (read a brochure of a driving school)
- Information Gap activities to practice the use of the present conditional tense, present conditional tense of the verbs *dovere*, *volere* and *potere*, conditional perfect tense and possessive pronouns.
- Hands-on activities (Smart Board games, activities for vocabulary and grammar, verb conjugation games)
- Listening activities (Audio workbook, Power Point presentations, music, teacher – lead choral response)
- Cornell Note taking (Power Point presentations, teacher lecture, textbook readings)
- Guided short writing activities from textbook, Power Point notes or prompts
- Practice workbook activities for vocabulary and grammar

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will create Power Point presentations for additional vocabulary.
- Students will create additional practice tools to assist the learning of their peers.
- Students will further investigate topics relating to cultural material covered in the unit.
- Students will write a composition on the different environmental organizations in Italy.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quiz 1: terms relating to traffic, the environment and recyclable materials
- Quiz 2: present conditional tense
- Quiz 3: present conditional tense of the verbs *dovere*, *volere* and *potere*
- Quiz 4: conditional perfect tense
- Quiz 5: possessive pronouns
- Homework (written exercises, quizlet.com)
- Class discussions / oral participation
- Notebook checks / practice sheets
- Classwork

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide student with study guide.
- Quizzes may have fewer questions, less choices, removal of ambiguous choices and removal of true and false.
- Provide more time for quizzes and classwork.
- Clarify directions, check for understanding and the student reiterates the directions.

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

Summative Assessments:

- Benchmark on vocabulary relating to traffic, the environment and recyclable materials, grammar of the present conditional tense including the verbs *dovere*, *volere* and *potere*, conditional perfect tense, possessive pronouns and culture of environmental initiatives in Italy and the regions of Abruzzo and Molise.
- Benchmark on reading, writing and listening encompassing the vocabulary and grammar of the unit.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide a study guide with highlighted or underlined key information.
- Provide word bank, decrease number of questions, read directions and student reiterates directions, model responses, provide opportunity for extended time.

Modifications / Accommodations for gifted and talented learners:

- Tests should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects - Students will write a newsletter suggesting how to make our school a green school using learned vocabulary and grammar of the unit.
- Oral Assessment – questions requiring answers on what students could do to protect the environment, the present conditional tense, conditional perfect tense and possessive pronouns.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Create, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications / Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions and give directions for one section of the project at a time.

Modifications / Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc. in the target language.
- Expect students to process a greater volume of any given printed material, and give them the option of independent world language projects of choice.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Italian 3 Honors

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 3 Honors Unit 5 La musica e il teatro</p>	<p>Unit Summary: In this unit students will learn to talk about music and theatre in Italy. Students will learn different genres of music, musical instruments and terms pertaining to the opera and theatre. They will learn about the centuries old theatre art known as the Commedia dell'Arte and its characters. They will also be able to name some famous violin makers, what violins are made of, and how much they can be worth. They will be able to discuss Italy's famous festival of Sanremo featuring Italian singer / songwriters. Students will learn the grammar of relative pronouns, "chi", constructions with the infinitive and nouns and adjectives ending in "-a". In addition, students will learn some customs and cultural practices of the region of Liguria.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do I talk about music, different genres of music, musical instruments, the opera and theatre? • What is the Commedia dell'Arte? • When was it performed? • What are the characters portrayed in the Commedia dell'Arte? • What are the names of several famous violinmakers of Italy? • What city in Italy specializes in the production of violins? • Of what two types of wood are violins made? • How much can violins be worth? • What is the festival of Sanremo? • When is it held during the year? • Who can participate in 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • There are expressions used to talk about music, different genres of music, musical instruments, the opera and theatre. • The Commedia dell'Arte flourished in the sixteenth and seventeenth centuries as improvised drama; the material was divided into acts and scenes with a prologue; masked characters that represented fixed social types portray it. • There are several famous violinmakers in Italy such as Amati, Stradivari and Guarneri del Gesù. • The festival of Sanremo is an annual song competition held at the end of February and the beginning of March at the teatro Ariston; it is a competition between well-known singers and young unknown singers. • Relative pronouns link one clause to another and usually refer back to a previously mentioned noun. • "Chi" expresses <i>the one(s) who, he/she who, or those who</i> and can substitute phrases such as <i>the person that</i> and <i>people that</i>. • The infinitive is used in many constructions in Italian; it can function as the subject or direct object; some verbs require the prepositions "a" or "di" before an infinitive that follows; "per" + infinitive expresses purpose. • There are nouns ending in "a" that are masculine; their plural ends in an "i". • Liguria is a region in the north west of Italy; the capital Genova nicknamed "La Superba" is an important port and an economic and industrial center; the famous violinist and composer Niccolò Paganini was born in Genova; Pesto is a typical condiment of the region of Liguria.

<p>the festival of San Remo?</p> <ul style="list-style-type: none"> • How is the festival of San Remo judged? • How do I use relative pronouns? • How do I use the pronoun “chi”? • What are the constructions with the infinitive? • Which nouns and adjectives ending in “a” are masculine and how do I change them to the plural? • What are some customs and practices specific to the region of Liguria? 	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Name and use expressions related to music, theatre, opera, musical instruments and genres of music.	1. 7.1.IM.A.7, B.4, B.5, C.2
2. Name and discuss an Italian instrument that has widespread fame in the world.	2. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4
3. Define and discuss the Commedia dell’Arte and identify its characters.	
4. Use relative pronouns to link one clause to another.	
5. Use the pronoun “chi” to express the one(s) who, he/she who, or those who.	3. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4
6. Apply the uses of the construction of the infinitive to function as the subject or direct object.	
7. Identify and recognize which verbs require the prepositions “a” and “di” after a conjugated verb and before the infinitive.	4. 7.1.IM.A.5, A.8. B.4, C.2
8. Apply the rules of making nouns and adjectives plural that end in “-a”.	
9. Identify the location of the region of Liguria, talk about the importance of the region’s capital and name a famous composer and food product of the region.	5. 7.1.IM.A.5, A.8, B.5, C.2
10. Describe the festival of Sanremo in terms of what it is, where and when it takes place, the participants and how it is judged.	6. 7.1.IM.A.5, A.8, C.2
	7. 7.1.IM.A.5, A.8, C.2

8. 7.1.IM.A.5, A.8

9. 7.1.IM.A.4, A.5, A.7,
R.CCR.1.2.4

10. 7.1.IM.A.4, A.5,
A.7, R.CCR.1.2.4

Inter-Disciplinary Connections:

Technology: Websites: Websites: alice.it; altavista.it; arianna.it; google.it and .com; kataweb.it: cultural searches on Italian music genres and the festival of Sanremo.

Social Studies: Learn the customs of the region of Liguria, an Italian music festival and violin making.

History: Learn history of the Commedia dell'Arte.

English: Analyze Italian grammar compared to English grammar.

Music: Students will read and listen to "Quello che sento".

Students will engage with the following text:

- *Prego! an invitation to Italian* Textbook (McGraw Hill)
- *Prego Practice Workbook / Audio Activities* (McGraw Hill)
- Instructional Videos (vocabulary, grammar, culture) (McGraw Hill) (YouTube)
- Authentic Song "Quello che sento" to listen, identify and review infinitives
- Quizlet.com to review vocabulary and grammar
- Reading on the Commedia dell'Arte

Students will write:

- Fill in the blank and open-ended questions to give and find out information about types of music, composers, musicians, singers, theatre, opera and musical instruments
- Written dialog as an interview between a musician/composer and a journalist to discuss history of his / her music and various influences and inspirations.
- Written composition to describe the type of music or performance that you like and why.
- Fill in the blank and open-ended questions using relative pronouns, the pronoun "chi", and constructions with the infinitive.
- Fill in the blank using nouns and adjectives in "-a".
- Dictations of vocabulary
- Cornell Notes (relative pronouns, pronoun "chi", constructions with the infinitive, nouns and adjectives in "-a", cultural topics of Commedia dell'Arte, festival of Sanremo and the region of Liguria).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions; provide guided dialogs and students fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Require students to include more vocabulary words and grammar items.
- Encourage students to continue writing on their own or for an extended time.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)
- Provide assignment choices that require more detail and a deeper understanding of material.
- Provide more reading material for a deeper depth of knowledge of vocabulary, syntax and grammar.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS**DESCRIBE THE LEARNING EXPERIENCE.****How will students uncover content and build skills.**

- Power Point presentations for vocabulary introduction and pronunciation of terms relating to music, opera, and theatre.
- Power Point presentations for grammar introduction of relative pronouns, the pronoun “chi”, constructions with the infinitive and nouns and adjectives ending in “-a”.
- Authentic video using vocabulary and demonstrating buying tickets at the theatre.
- Realia (read a publication of where and when performances are held, ticket information and brief overviews about the performances)
- Information Gap activities to talk about music, theatre, use relative pronouns, the pronoun “chi”, constructions with the infinitive.
- Hands-on activities (Smart Board games, activities for vocabulary and grammar, verb conjugation games)
- Listening activities (Audio workbook, Power Point presentations, music, teacher – lead choral response)
- Cornell Note taking (Power Point presentations, teacher lecture, textbook readings)
- Guided short writing activities from textbook, Power Point notes or prompts
- Practice workbook activities for vocabulary and grammar

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will create Power Point presentations for additional vocabulary.
- Students will create additional practice tools to assist the learning of their peers.
- Students will further investigate topics relating to cultural material covered in the unit.
- Students will write a composition on an Italian music or theatre artist.

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IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quiz 1: terms relating to music, opera and theatre
- Quiz 2: relative pronouns
- Quiz 3: pronoun "chi"
- Quiz 4: constructions with the infinitive
- Quiz 5: nouns and adjectives in "-a"
- Homework (written exercises, quizlet.com)
- Class discussions / oral participation
- Notebook checks / practice sheets
- Classwork

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

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- Provide student with study guide.
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- Well-articulated assignments that require higher cognitive processing, in-depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

Summative Assessments:

- Benchmark on vocabulary relating to music, opera and theatre, grammar of relative pronouns, the pronoun "chi", constructions with the infinitive, nouns and adjectives in "-a" and culture of the Commedia dell'Arte, festival of Sanremo and the region of Liguria.
- Benchmark on reading, writing and listening encompassing the vocabulary and grammar of the unit.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Express, or Translate.

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Modifications / Accommodations for gifted and talented learners:

- Tests should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Projects – Students will compose an interview between a musician / composer and a journalist discussing the history of his / her music and various influences and inspirations.
- Oral Assessment – Description of what genre of music, musician /band, or performance you prefer, if you play a musical instrument, which instrument you like the most, if you have ever been to the theatre and what did you see, questions requiring in the answers the use of relative pronouns, the pronoun “chi” and constructions with the infinitive.

Bloom’s Levels: These assessments will mostly require students to Recall, Relate, Compare, Complete, Create, Demonstrate, Interpret, Use, Analyze, Categorize, Organize, Discuss, Express, or Translate.

Accommodations/Modifications:

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