

## Italian 4 SYLLABUS

### Course Content and Timeline

#### A. Le belle arti

- Identify, name, define and talk about art, literature and archeology. (7.1.IM.A.7, B.4, B.5, C.1, C.3)
- Discuss and describe representations of paintings, sculpture, or pieces of literature. (7.1.IM.B.4, B.4, C.1, C.3)
- Explain how the dialects of Italy are unique and culturally rich. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Use and recognize the passato remoto tense of regular and irregular verbs to report actions completed in the past. (7.1.IM.A.5, A.8, C.1, C.3)
- Use ordinal numbers. (7.1.IM.A.5, A.8, B.4, C.1, C.3)
- Explain why Tuscany is considered one of the most famous Italian regions in the world and name a well-known book and typical desert from the region. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Use the verbs *volerci* and *metterci* to express the amount of time it takes to perform an activity. (7.1.IM.A.5, A.8, B.4, C.1, C.3)
- Use simple and compound gerunds to form the present and past progressive tense and to indicate the circumstances of an action. (7.1.IM.A.5, A.8, B.4, C.1, C.3)
- Define who Dante Alighieri was, where he was from, to which poetical movement he belonged and describe two of his well-known works. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Summarize the life of an Italian artist of the futurism movement and create and describe an image in the futuristic style. (7.1.IM.A.5, A.7, C.1, C.3, R.CCR.1.2.4)

#### B. Politica e società

- Identify and name terms relating to politics, the State and social problems. (7.1.IM.A.7, B.4, B.5, C.1, C.3)
- Explain when political parties were born in Italy and what they represent. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Explain the three types of National elections and tell how old you must be to vote. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Use the present subjunctive tense of regular and irregular verbs to express uncertainty, doubt, possibility, or personal feelings rather than fact. (7.1.IM.A.5, A.8, B.4, B.5, C.1, C.3)
- Tell the location of the region of Lazio, name its capital, explain the significance of Rome, the coliseum and name the Independent State within Rome. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Recognize and use verbs and expressions that require the subjunctive tense. (7.1.IM.A.5, A.8, B.4, C.1, C.3)
- Use the past subjunctive tense to express uncertainty, doubt, possibility, or feelings rather than fact. (7.1.IM.A.5, A.8, B.4, B.5, C.1, C.3)
- Design a poster of a political party that represents a particular situation or social demand of our society and explain how you feel about the situation and what you would do to better it. (7.1.IM.A.5, A.7, C.1, C.3)
- Discuss the type of government Italy has and its organization, the role of Italy in Europe and the European Union. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)

#### C. Il mondo del lavoro

- Identify, name and use terms relating to work, finding work, the work environment, the computer and Internet. (7.1.IM.A.7, B.4, B.5, C.1, C.3)
- Explain what you would do in certain work situations. (7.1.IM.A.5, B.4, B.5)
- Express how you would conduct and be the recipient of an interview. (7.1.IM.B.4)
- Explain why you are a good candidate for a job. (7.1.IM.B.5, C.1, C.3)
- Write a cover letter and a resume for a job you are seeking. (7.1.IM.C.1, C.3)
- Compare the world of work in America and Italy. (7.1.IM.A.1, A.4, A.5, A.7, R.CCR.1.2.4)

- Explain your habits on the computer. (7.1.IM.A.5, B.4, B.5)
- Explain the importance of the company FIAT in Italy. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Recognize and use conjunctions that require the subjunctive tense. (7.1.IM.A.5, A.8, B.4, B.5, C.1, C.3)
- Use the subjunctive tense in a dependent clause introduced by an indefinite word or expression, in a clause introduced by a relative superlative or a negative and in a relative clause that follows an indefinite expression. (7.1.IM.A.5, A.8, B.4, B.5, C.1, C.3)
- Name the location of the region of Piemonte, several typical products and its capital. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Differentiate between using the subjunctive tense and the infinitive when the subject(s) of the verbs in the independent and dependent clause are the same or different. (7.1.IM.A.5, A.8, B.4, B.5, C.1, C.3)
- Discuss how the computer and Internet have changed the world of communication, information and work in Italy. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)

#### **D. La società multiculturale**

- Identify, name and use terms relating to social problems, values and a multicultural society. (7.1.IM.A.7, B.4, B.5, C.1, C.3, C.4)
- Indicate social problems that concern you and explain why. (7.1.IM.A.5, B.4, B.5)
- Express your opinion on various social problems. (7.1.IM.A.5, B.4, B.5)
- Explain why you are against or for various laws. (7.1.IM.A.5, B.4, B.5)
- Express your opinion on major problems with today's youth and describe solutions for them. (7.1.IM.C.3)
- Discuss the rising presence of ethnic food in Italy. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Use the subjunctive imperfect tense of regular and irregular verbs. (7.1.IM.A.5, A.8, B.4, B.5)
- Use the subjunctive pluperfect tense. (7.1.IM.A.5, A.8, B.4, B.5)
- Name the location of the region of Friuli-Venezia Giulia, the languages spoken, its capital and a famous author from the region. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Differentiate between using the subjunctive present, past and pluperfect tenses. (7.1.IM.A.5, A.8, B.4, B.5, C.1, C.3, C.4)
- Discuss the phenomena of Italy as a rising multicultural diverse society and Italy's efforts to integrate immigrants to their country. (7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4)
- Explain what it is like to be an immigrant to our country in present day or in a past era. (7.1.IM.A.5, A.7, C.1, C.3, C.4)

#### **E. Le avventure di Pinocchio**

- Identify new vocabulary words to improve comprehension of the story. (7.1.IM.A.7)
- Identify and describe the main characters and events in the story. (7.1.IM.A.4, A.5, A.6, R.CCR.1.2.4)
- Explain how the author's experiences and the impact of Italy's unification could be seen in the story of Pinocchio. (7.1.IM.A.1)
- List several themes of the story and discuss how they relate to life experiences. (7.1.IM.A.4, A.5, A.6, R.CCR.1.2.4)
- Explain why the importance of education is a major theme and how it relates to the time period of the author. (7.1.IM.A.1, A.4, A.5, R.CCR.1.2.4)
- Identify previously learned grammatical structures to reinforce comprehension and structure. (7.1.IM.A.5)
- Retell the adventures of Pinocchio using past verb tenses. (7.1.IM.A.5)
- Summarize events in the story of Pinocchio. (7.1.IM.A.5, R.CCR.1.2.4)
- Write a different ending to events of the story. (7.1.IM.C.3)

- Compare events and characters of *Le avventure di Pinocchio* by Carlo Collodi to Disney’s version of Pinocchio. (7.1.IM.A.1)
- Compare Collodi’s *Le avventure di Pinocchio* to references of the novel made in a contemporary film. (7.1.IM.A.1)
- Write a written composition choosing from multiple formats taking on the role of a character using the RAFT writing process. (7.1.IM.C.3, C.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 8<sup>th</sup> edition*

Supplemental Materials: *Prego 8<sup>th</sup> edition* practice workbook, listening activities, and cultural videos, an adapted version of *Le avventure di Pinocchio* by Carlo Collodi

**Grading Scale**

Category	College Prep (Honors)
<b>Classwork</b>	<b>20%</b>
<b>Homework</b>	<b>20%</b>
<b>Minor Assessments</b>	<b>20%</b>
<b>Major Assessments</b>	<b>40%</b>

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Italian 4 Honors**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Italian 4 Honors Unit 1 Le belle arti</p>	<p><b>Unit Summary:</b> In this unit students will learn to talk about Fine Arts. They will learn terminology relating to art, literature and archeology. Students will be able to discuss and describe representations of paintings, sculpture or pieces of literature. They will learn about the life of an Italian artist of the futuristic movement, dialects of Italy and the life of Dante Alighieri, the father of Italian language. Students will learn the grammar of the passato remoto tense, ordinal numbers, the verbs <i>volerci</i> and <i>metterci</i> and simple and compound gerunds. In addition, students will learn some customs and cultural practices of the region of Tuscany.</p>
<p><b>Grade Level(s):</b> 12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I talk about art, literature and archeology?</li> <li>• How can I talk about emotions being displayed, actions being performed, my thoughts of and people in a representation of a painting or sculpture?</li> <li>• How do I identify the changes in the Italian language over time in literature?</li> <li>• What is the futuristic movement?</li> <li>• Who are the artists of the futuristic movement?</li> <li>• How are the dialects of Italy unique?</li> <li>• Why do Italians want to study and preserve the dialects of their country?</li> <li>• Who is Dante Alighieri and where was he from?</li> <li>• To which poetical movement did Dante</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• There are expressions used to talk about art, literature and archeology.</li> <li>• There are expressions used to talk about emotions being displayed, actions being performed, my thoughts of and people in a representation of a painting or sculpture.</li> <li>• The Italian language has changed over time in terms of spelling and words used.</li> <li>• The futuristic movement was an artistic and social movement that originated in Italy in the early 20<sup>th</sup> century. It emphasized and glorified themes associated with contemporary concepts of the future, including speed, technology, youth and violence, and objects such as the car, the airplane and the industrial city.</li> <li>• Italian artists of the futuristic movement include Giacomo Balla, Gino Severini, Carlo Carra, Luigi De Giudici, Primo Conti, Anton Giulio Bragaglia, Enrico Prampolini and Fortunato Depero.</li> <li>• Italy is a country of many dialects that are culturally rich and are being studied and preserved.</li> <li>• Dante Alighieri, born in Florence, was an author of the thirteenth century and participated in the poetical movement called “Dolce Stil Novo”; two important works of Dante are “De vulgari eloquentia” and the “Divina Commedia”; Dante is considered the father of Italian language because he attributed the Florentine dialect as the national language.</li> <li>• The passato remoto tense is a past tense that reports actions completed in the past most commonly used in narrative writing.</li> <li>• The Italian ordinal numbers correspond to English <i>first, second, third, fourth</i>, and so on.</li> <li>• The verbs <i>volerci</i> and <i>metterci</i> can be used with time expressions to</li> </ul>

<p>Alighieri belong?</p> <ul style="list-style-type: none"> <li>• What are two well-known works of Dante Alighieri?</li> <li>• Why is Dante Alighieri considered the father of Italian language?</li> <li>• How do I use the passato remoto tense?</li> <li>• How do I use ordinal numbers?</li> <li>• How do I use the verbs <i>volerci</i> and <i>metterci</i> to express the amount of time it takes to perform an activity?</li> <li>• How do I use simple and compound gerunds?</li> <li>• What are some customs and practices specific to the region of Tuscany?</li> </ul>	<p>express the amount of time it takes to perform an activity.</p> <ul style="list-style-type: none"> <li>• Simple and compound gerunds are used to express the present and past progressive tense and to indicate the circumstances of an action.</li> <li>• Tuscany is one of the most famous Italian regions for its landscapes and cities; Florence is the capital of Tuscany and is known as the cradle of Renaissance Art; Siena is a city famous for the Palio and Pisa for its leaning tower; <i>Le avventure di Pinocchio</i> is a book that was written in Florence in 1881 by Carlo Lorenzini; <i>il panforte</i> is a typical Christmas dessert produced in the city of Siena.</li> </ul>
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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, name, define and talk about art, literature and archeology.	1. 7.1.IM.A.7, B.4, B.5, C.1, C.3
2. Discuss and describe representations of paintings, sculpture, or pieces of literature.	2. 7.1.IM.B.4, B.5, C.1, C.3
3. Explain how the dialects of Italy are unique and culturally rich.	3. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4
4. Use and recognize the passato remoto tense of regular and irregular verbs to report actions completed in the past.	4. 7.1.IM.A.5, A.8, C.1, C.3
5. Use ordinal numbers.	5. 7.1.IM.A.5, A.8, B.4, C.1, C.3
6. Explain why Tuscany is considered one of the most famous Italian regions in the world and name a well-known book and typical desert of the region.	
7. Use the verbs <i>volerci</i> and <i>metterci</i> to express the amount of time it takes to perform an activity.	
8. Use simple and compound gerunds to form the present and past progressive tense and to indicate the circumstances of an action.	
9. Define who Dante Alighieri was, where he was from, to which poetical movement he belonged and describe two of his well-known works.	

<p>10. Summarize the life of an Italian artist of the futurism movement and create and describe an image in the futuristic style.</p>	<p><b>6. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4</b></p> <p><b>7. 7.1.IM.A.5, A.8, B.4, C.1, C.3</b></p> <p><b>8. 7.1.IM.A.5, A.8, B.4, C.1, C.3</b></p> <p><b>9. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4</b></p> <p><b>10. 7.1.IM.A.5, A.7, C.1, C.3, R.CCR.1.2.4</b></p>
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**Inter-Disciplinary Connections:**

**Technology:** Websites: [alice.it](http://alice.it); [altavista.it](http://altavista.it); [arianna.it](http://arianna.it); [google.it](http://google.it) and [.com](http://.com); [kataweb.it](http://kataweb.it): cultural searches on a museum in Florence Il Bargello and on Dante Alighieri.

**Social Studies:** Learn the customs of the region of Tuscany and about Italian dialects.

**History:** Learn history of Dante Alighieri, study dialects through clips of the film *Ciao professore*.

**English:** Analyze Italian grammar compared to English grammar.

**Music:** Students will read and listen to “Favola”.

**Art:** Learn about the futurism movement.

**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 “Favola” to listen for and identify the passato remoto tense and to tell about the hero of the fairy tale
- Quizlet.com to review vocabulary and grammar
- Reading on the Futurism movement

**Students will write:**

- Fill in the blank and open-ended questions to give and find out information about art, literature and archeology.
- Written composition describing your favorite novel and explain why you like it.
- Written composition to summarize the life of an Italian artist of the futurism movement.
- Fill in the blank and open-ended questions using the passato remoto tense, ordinal numbers, the verbs *volerci* and *metterci* and simple and compound gerunds.
- Conjugations of regular / irregular verbs using the passato remoto tense.
- Dictations of vocabulary
- Cornell Notes (the passato remoto tense, ordinal numbers, the verbs *volerci* and *metterci*, simple and

compound gerunds, Dante Alighieri and the region of Tuscany).

**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 art, literature and archeology.
- Power Point presentations for grammar introduction of the passato remoto tense, ordinal numbers, the verbs *volerci* and *metterci* and simple and compound gerunds.
- Authentic video using vocabulary to talk about art and architecture of Florence.
- Realia (read a brochure of an Tuscan thirteenth century castle)
- Information Gap activities to talk about past events using the passato remoto tense, ordinal numbers, the verbs *volerci* and *metterci* and simple and compound gerunds.
- 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 a historical past event using the *passato remoto* tense.

## 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 art, literature and archeology
- Quiz 2: the *passato remoto* tense
- Quiz 3: ordinal numbers
- Quiz 4: the verbs *metterci* and *volerci*
- Quiz 5: simple and compound gerunds
- 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 art, literature and archeology, the *passato remoto* tense, ordinal numbers, the verbs *volerci* and *metterci*, simple and compound gerunds and culture of the region of

Tuscany and Dante Alighieri.

- 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 biography of an Italian artist of the futurism movement using the passato remoto tense, create an image in the futuristic style and describe their created image and how it relates to futurism.
- Oral Assessment – Description of a piece of art, of Tuscany, talk about the life of Dante Alighieri, dialects, questions requiring in the answer the use of the passato remoto tense, ordinal numbers, the verbs *volerci* and *metterci* and simple and compound gerunds.

**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 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Italian 4 Honors**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Italian 4 Honors Unit 2 Politica e società</p>	<p><b>Unit Summary:</b> In this unit students will learn to talk about politics and society. They will learn terminology relating to politics, the State and social problems. They will learn when Italy became a Republic, when their political parties were born and what they represent. Students will be able to explain the three types of National elections and tell how old one must be to vote. They will also learn about the organization of the government, the role of Italy in Europe and the European Union. Students will learn the grammar of the present and past subjunctive tense to express uncertainty, doubt, possibility, or feelings rather than fact and recognize verbs and expressions that require the subjunctive tense. In addition, students will learn some customs and cultural practices of the region of Lazio.</p>
<p><b>Grade Level(s):</b> 12</p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• There are expressions used to talk about politics, the State and social problems.</li> <li>• Italy became a Republic June 2, 1946.</li> <li>• There are many political parties in Italy and they started to form at the end of the monarchy; every party is represented by a symbol; every new election campaign new parties and new symbols emerge; they often express particular situations or social demands and they often form coalitions.</li> <li>• There are three National elections: <i>i referendum popolari</i> in which citizens vote on the laws of the country, <i>le elezioni politiche</i> in which citizens vote for the representatives of Parliament, <i>le elezioni amministrative</i> in which citizens vote for the political bodies of the local administration.</li> <li>• In Italy one must be 18 years old to vote for the representatives of the Camera dei Deputati and 25 years old to vote for the Senato.</li> <li>• Italy is a Parliamentary Republic; It has an Italian president (<i>il Presidente della Repubblica</i>) that does not have direct power but a symbolic power representing the unity of the nation; the Parliament is divided into the <i>Camera dei Deputati</i> and the <i>Senato</i>; Italian political parties form coalitions to have the majority in Parliament and form the government; Currently there exists two principal coalitions: <i>centro-sinistra</i> and <i>centro-destra</i>; the President of the Republic assigns the task of forming the government to the Prime Minister (<i>Primo Ministro</i>); the Prime Minister chooses ministers and presents them to Parliament for the vote of confidence and from there the government can begin its legislature.</li> <li>• Italy is one of the six founding countries of the European Community;</li> </ul>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I talk about politics, the State and social problems?</li> <li>• When did Italy become a Republic?</li> <li>• When were political parties born in Italy?</li> <li>• What do political parties in Italy represent?</li> <li>• What are the three types of National elections?</li> <li>• How old must one be to vote in Italy?</li> <li>• How is the Italian government organized?</li> <li>• What is the role of Italy in Europe and the European Union?</li> <li>• What does the subjunctive tense express?</li> <li>• How do I use the present subjunctive tense?</li> <li>• How do I use the past subjunctive tense?</li> <li>• What are some verbs</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• There are expressions used to talk about politics, the State and social problems.</li> <li>• Italy became a Republic June 2, 1946.</li> <li>• There are many political parties in Italy and they started to form at the end of the monarchy; every party is represented by a symbol; every new election campaign new parties and new symbols emerge; they often express particular situations or social demands and they often form coalitions.</li> <li>• There are three National elections: <i>i referendum popolari</i> in which citizens vote on the laws of the country, <i>le elezioni politiche</i> in which citizens vote for the representatives of Parliament, <i>le elezioni amministrative</i> in which citizens vote for the political bodies of the local administration.</li> <li>• In Italy one must be 18 years old to vote for the representatives of the Camera dei Deputati and 25 years old to vote for the Senato.</li> <li>• Italy is a Parliamentary Republic; It has an Italian president (<i>il Presidente della Repubblica</i>) that does not have direct power but a symbolic power representing the unity of the nation; the Parliament is divided into the <i>Camera dei Deputati</i> and the <i>Senato</i>; Italian political parties form coalitions to have the majority in Parliament and form the government; Currently there exists two principal coalitions: <i>centro-sinistra</i> and <i>centro-destra</i>; the President of the Republic assigns the task of forming the government to the Prime Minister (<i>Primo Ministro</i>); the Prime Minister chooses ministers and presents them to Parliament for the vote of confidence and from there the government can begin its legislature.</li> <li>• Italy is one of the six founding countries of the European Community;</li> </ul>

<p>and expressions that require the use of the subjunctive tense?</p> <ul style="list-style-type: none"> <li>• What are some customs and practices specific to the region of Lazio?</li> </ul>	<p>Italians do not feel as though they are only Italian citizens but European citizens; the treaty of the Constitution of the CEE (Comunità Economica Europea) was signed in Rome in 1957; because of the European role of Italy the concept of the European Union evolved.</p> <ul style="list-style-type: none"> <li>• The present and past subjunctive tense is used to express uncertainty, doubt, possibility, or feelings rather than fact.</li> <li>• There are verbs and expressions in Italian that require the use of the subjunctive tense.</li> <li>• Lazio is a region of central Italy, whose capital is Rome, seat of the government and Parliament and rich in history and art.</li> </ul>
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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 terms relating to politics, the State and social problems.	<b>1. 7.1.IM.A.7, B.4, B.5, C.1, C.3</b>
2. Explain when political parties were born in Italy and what they represent.	
3. Explain the three types of National elections and tell how old you must be to vote.	<b>2. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4</b>
4. Use the present subjunctive tense of regular and irregular verbs to express uncertainty, doubt, possibility, or personal feelings rather than fact.	
5. Tell the location of the region of Lazio, name its capital, explain the significance of Rome, the coliseum and name the Independent State within Rome.	<b>3. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4</b>
6. Recognize and use verbs and expressions that require the subjunctive tense.	
7. Use the past subjunctive tense to express uncertainty, doubt, possibility, or feelings rather than fact.	<b>4. 7.1.IM.A.5, A.8, B.4, B.5, C.1, C.3</b>
8. Design a poster of a political party that represents a particular situation or social demand of our society and explain how you feel about the situation and what you would do to better it.	<b>5. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4</b>
9. Discuss the type of government Italy has and its organization, the role of Italy in Europe and the European Union.	<b>6. 7.1.IM.A.5, A.8, B.4, C.1, C.3</b>
	<b>7. 7.1.IM.A.5, A.8, B.4, B.5, C.1, C.3</b>
	<b>8. 7.1.IM.A.5, A.7, C.1, C.3</b>
	<b>9. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4</b>

### **Inter-Disciplinary Connections:**

**Technology:** Websites: Websites: alice.it; altavista.it; arianna.it; google.it and .com; kataweb.it: cultural searches on current Italian politics and on the Sistine Chapel in Rome.

**Social Studies:** Learn the customs of the region of Lazio.

**Government:** Learn about Italian politics.

**English:** Analyze Italian grammar compared to English grammar.

**Music:** Students will read and listen to “Lascia che io sia”.

### **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 “Lascia che io sia” to listen for and identify the present subjunctive 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 politics, the State and social problems.
- Written composition explaining if you think it is right for students to express their political opinions with demonstrations and strikes.
- Written composition explaining how you feel about a particular situation or social demand and how you would better the situation.
- Fill in the blank and open-ended questions using the present subjunctive tense, past subjunctive tense, verbs and expressions that require the subjunctive tense.
- Conjugations of regular / irregular verbs using the subjunctive tense.
- Dictations of vocabulary
- Cornell Notes (the present subjunctive tense, verbs and expressions that require the subjunctive tense, the past subjunctive tense, the three National elections and the region of Lazio).

### **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 politics, the State and social problems.
- Power Point presentations for grammar introduction of the present subjunctive tense, verbs and expressions that require the subjunctive tense, the past subjunctive tense.
- Authentic video using vocabulary to talk about using the ATM machine.
- Realia (read an advertisement by a municipal government offering help with your gas bill)
- Information Gap activities to talk express uncertainty, doubt, possibility or personal feelings using the subjunctive tense.
- 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 a their idea of an ideal government.

## 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 politics, the State and social problems
- Quiz 2: the present subjunctive tense
- Quiz 3: verbs and expressions that require the subjunctive tense
- Quiz 4: the past subjunctive 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 politics, the State and social problems, the present subjunctive tense, verbs and expressions that require the subjunctive tense, the past subjunctive tense and culture of the region of Tuscany and the Italian political system.
- 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 design a poster of a political party that represents a particular situation or social demand of our society; explain how they feel about the situation and what they would do to better it.
- Oral Assessment – Questions that require the answers to contain the use of the subjunctive tense to express uncertainty, doubt, possibility or personal feelings; questions pertaining to the Italian political system.

**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 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Italian 4 Honors**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Italian 4 Honors Unit 3 Il mondo del lavoro</p>	<p><b>Unit Summary:</b> In this unit students will learn to talk about the working world. Students will learn terms relating to searching for work, the work environment and the language of computers and the internet. They will be able to express what they would do in certain work environment situations, how they would conduct and be the recipient of an interview, why they would be a good candidate for a job and their habits on the computer. They will learn about the world of work in Italy and compare it with the working world in the United States. They will learn about the iconic FIAT company and how the computer and internet have changed the world of communication. Students will learn the grammar of conjunctions that require the subjunctive tense, the use of the subjunctive tense in certain types of clauses and the differentiation between the use of the subjunctive tense and the infinitive. In addition, students will learn some customs and cultural practices of the region of Piemonte.</p>
<p><b>Grade Level(s):</b> 12</p>	<p><b>Unit Summary:</b> In this unit students will learn to talk about the working world. Students will learn terms relating to searching for work, the work environment and the language of computers and the internet. They will be able to express what they would do in certain work environment situations, how they would conduct and be the recipient of an interview, why they would be a good candidate for a job and their habits on the computer. They will learn about the world of work in Italy and compare it with the working world in the United States. They will learn about the iconic FIAT company and how the computer and internet have changed the world of communication. Students will learn the grammar of conjunctions that require the subjunctive tense, the use of the subjunctive tense in certain types of clauses and the differentiation between the use of the subjunctive tense and the infinitive. In addition, students will learn some customs and cultural practices of the region of Piemonte.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I talk about searching for work, the work environment and the language of computers and the Internet?</li> <li>• How do I express what I would do in certain work environment situations?</li> <li>• How do I form questions and answers to conduct and be the recipient an interview?</li> <li>• How do I explain my candidacy for a job?</li> <li>• What are my habits on the computer?</li> <li>• What is the working world like in Italy?</li> <li>• What does FIAT stand for?</li> <li>• Why is FIAT an important company?</li> <li>• How did the computer</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• There are expressions used to talk about searching for work, the work environment, and the language of computers.</li> <li>• There are interrogative words and expressions used to formulate questions and give answers for the interview process.</li> <li>• There are expressions and the use of the subjunctive tense to express opinions and thoughts of your candidacy for a job.</li> <li>• There is a high youth unemployment rate in Italy after university.</li> <li>• FIAT stands for Fabbrica Italiana Automobili Torino and is the most important private industrial company.</li> <li>• The advances of the computer and Internet in Italy have impacted the working world, communication and finding information.</li> <li>• A conjunction is a word that connects other words, phrases, or clauses; some conjunctions always take the subjunctive tense.</li> <li>• The subjunctive tense is used in a dependent clause introduced by an indefinite word or expression; in a clause introduced by a relative superlative or a negative and in a relative clause that follows an indefinite expression.</li> <li>• The subjunctive is used when the subjects of the verbs in the independent and dependent clauses are different; when the subject of both verbs is the same the infinitive is used; there are verbs and expressions that require <i>di</i> + infinitive when the subject is the same.</li> <li>• Piemonte is located in the North West of Italy; it produces two famous wines and is known for its chocolate; Torino is the capital of Piemonte.</li> </ul>

<p>and Internet change the world of communication in Italy?</p> <ul style="list-style-type: none"> <li>• What conjunctions require the subjunctive tense?</li> <li>• In what types of clauses must I use the subjunctive tense?</li> <li>• How do I differentiate using the subjunctive tense and the infinitive of a verb?</li> <li>• What are some customs and practices specific to the region of Piemonte?</li> </ul>	
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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, name and use terms relating to work, finding work, the work environment, the computer and Internet.	<b>1. 7.1.IM.A.7, B.4, B.5, C.1, C.3</b>
2. Explain what you would do in certain work situations.	<b>2. 7.1.IM.A.5, B.4, B.5</b>
3. Express how you would conduct and be the recipient of an interview.	<b>3. 7.1.IM.B.4</b>
4. Explain why you are a good candidate for a job.	<b>4. 7.1.IM.B.5, C.1, C.3</b>
5. Write a cover letter and resume for a job that you are seeking.	<b>5. 7.1.IM.C.1, C.3</b>
6. Compare the world of work in America and Italy.	<b>6. 7.1.IM.A.1, A.4, A.5, A.7, R.CCR.1.2.4</b>
7. Explain your habits on the computer.	<b>7. 7.1.IM.A.5, B.4, B.5</b>
8. Explain the importance of the company FIAT in Italy.	<b>8. 7.1.IM.A.4, A.5, A.7, R.CCR.1.2.4</b>
9. Recognize and use conjunctions that require the subjunctive tense.	<b>9. 7.1.IM.A.5 A.8, B.4, B.5, C.1, C.3</b>
10. Use the subjunctive tense in a dependent clause introduced by an indefinite word or expression, in a clause introduced by a relative superlative or a negative and in a relative clause that follows an indefinite expression.	
11. Name the location of the region of Piemonte, several typical products and its capital.	
12. Differentiate between using the subjunctive tense and the infinitive when the subject(s) of the verbs in the independent and dependent clause are the same or different.	
13. Discuss how the computer and Internet have changed the world of communication, information and work in Italy.	

10. 7.1.IM.A.5, A.8,  
B.4, B.5, C.1, C.3

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

12. 7.1.IM.A.5, A.8,  
B.4, B.5, C.1, C.3

13. 7.1.IM.A.4, A.5,  
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 a movie theatre in the city of Torino in Piemonte and on searching for jobs on the Internet.

**Social Studies:** Learn the customs of the region of Piemonte; how technology changed the way we communicate and helped globalize the world; how the company FIAT had an impact on Italy's working world; about the Italian work force.

**English:** Analyze Italian grammar compared to English grammar.

**Music:** Students will read and listen to "Stella cometa".

### **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 "Stella cometa" to listen for and identify metaphors used, the singer's mental state and a dish that reminds him of his true love
- 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 work, searching for work, the work environment and the language of the computer and Internet.
- Written composition describing if you have ever worked and if you think studying and working at the same time is a positive or negative experience.
- Written composition to describe why you are a good candidate for a job and explain work experience.
- Venn diagram to compare the world of work in Italy and America.
- Fill in the blank and open-ended questions using conjunctions that require the subjunctive tense, certain clauses that require the subjunctive tense and to differentiate between using the subjunctive tense and the infinitive.
- Dictations of vocabulary
- Cornell Notes (conjunctions that require the subjunctive tense, certain clauses that require the subjunctive tense, differentiation between using the subjunctive tense and the infinitive, the computer

and Internet in Italy and the region of Piemonte).

**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 work, searching for work, the work environment and the language of the computer and Internet.
- Power Point presentations for grammar introduction of conjunctions that require the subjunctive tense, certain clauses that require the subjunctive tense and differentiation between the use of the subjunctive tense and the infinitive.
- Authentic video using vocabulary to talk about work in Italy and America.
- Realia (read job announcements in a newspaper)
- Information Gap activities to use conjunctions that require the subjunctive tense, certain clauses that require the subjunctive tense and to differentiate between the subjunctive tense and 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 blog for their class.

## **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 work, searching for work, the work environment and the language of the computer and Internet
- Quiz 2: conjunctions that require the subjunctive tense
- Quiz 3: other uses of the subjunctive (certain clauses that require the subjunctive tense)
- Quiz 4: differentiation between the subjunctive tense and the infinitive
- 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 work, searching for work, the work environment and the language of the computer and Internet, conjunctions that require the subjunctive tense, certain clauses that require the subjunctive tense, the differentiation between the use of the subjunctive tense and the

infinitive and culture of the region of Piemonte and the computer and Internet in Italy.

- 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 cover letter and explain their work experience in a resume using the subjunctive tense and learned vocabulary to apply for a job of their dreams.
- Dialogues / role-plays – Students will write a dialogue conducting and being the recipient of a job interview.
- Oral Assessment – Explain what qualifies you for a certain job, what you think are important skills to have, that you have been looking for a certain type of job, how long you have been looking for, questions that require the use of conjunctions that require the subjunctive tense, certain clauses that require the subjunctive tense and the differentiation between the use of the subjunctive tense and 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:**

**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 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Italian 4 Honors**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Italian 4 Honors Unit 4 La società multiculturale</p>	<p><b>Unit Summary:</b> In this unit students will learn to talk about a multicultural society. They will learn terms relating to social problems, values and a multicultural society.</p>
<p><b>Grade Level(s):</b> 12</p>	<p>Students will express which social problems concern them, their opinion on various social problems, which laws they are for and against and problems with today's youth. They will learn about the rising presence of ethnic food in Italy and how Italy is a multicultural diverse society through immigration. Students will learn the grammar of the subjunctive imperfect tense, the subjunctive pluperfect tense and differentiation between using the subjunctive present, past and past perfect tenses. In addition, students will learn some customs and practices of the region of Friuli-Venezia Giulia.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I talk about social problems, values and a multicultural society?</li> <li>• How do I talk about which social problems concern me?</li> <li>• How do I express my opinion on various social problems?</li> <li>• How do I talk about laws that I am for or against?</li> <li>• How do I talk about the problems with today's youth?</li> <li>• What are some types of ethnic food and restaurants seen throughout Italy?</li> <li>• Why has Italy become a multicultural diverse society?</li> <li>• Which ethnicities are currently immigrating to Italy and why?</li> <li>• How is Italy making an</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• There are expressions used to talk about social problems, values, and a multicultural society.</li> <li>• There are expressions and the use of the subjunctive tense to express your thoughts and opinions on social problems that concern you, laws that you are for or against, and problems with today's youth.</li> <li>• Culinary traditions of other countries are on the rise in Italy due to the influx of immigration.</li> <li>• Italy once a country of emigration has now become a country of immigration resulting in the arrival of new cultures and traditions which make it a multicultural diverse society; Among the immigrants are people from North Africa, Eastern Europe, China, the Philippines, Peru and Albania; Italy is making efforts to integrate immigrants into their society.</li> <li>• The subjunctive imperfect tense is used to express uncertainty, doubt, possibility or personal feelings when the verb in the independent clause is in any past tense or the conditional and the action of the dependent clause occurs simultaneously with or after the action of the independent clause.</li> <li>• The subjunctive pluperfect tense is used in a dependent clause when the verb in the independent clause is a past tense or the conditional and the action of the dependent clause occurred before the action of the independent clause.</li> <li>• In order to differentiate using the congiuntivo presente (present subjunctive) and congiuntivo passato (simple past subjunctive) tenses is to identify whether the verb in the independent clause is in the present, future or command form and the action in the dependent clause occurs at the same time or in the future or if its action happened</li> </ul>

<p>effort to integrate immigrants into their society?</p> <ul style="list-style-type: none"> <li>• How do I use the subjunctive imperfect tense?</li> <li>• How do I use the subjunctive pluperfect tense?</li> <li>• How do I know when to use the subjunctive present, past and pluperfect tenses?</li> <li>• What are some customs and cultural practices specific to the region of Friuli-Venezia Giulia?</li> </ul>	<p>in the past.</p> <ul style="list-style-type: none"> <li>• In order to differentiate using the imperfetto del congiuntivo (imperfect subjunctive) and the trapassato del congiuntivo (pluperfect subjunctive) is to identify if the verb in the independent clause is in any past tense or the conditional and the action in the dependent clause occurred at the same time, later or if the action preceded that of the independent clause.</li> <li>• The region of Friuli-Venezia Giulia is a northeastern region of Italy; there are several languages spoken in the region and its capital is Trieste, which is culturally rich due to its proximity with Slovenia and Austria.</li> </ul>
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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, name and use terms relating to social problems, values and a multicultural society.	1. 7.1.IM.A.7, B.4, B.5, C.1, C.3, C.4
2. Indicate social problems that concern you and explain why.	2. 7.1.IM.A.5, B.4, B.5
3. Express your opinion on various social problems.	3. 7.1.IM.A.5, B.4, B.5
4. Explain why you are against or for various laws.	4. 7.1.IM.A.5, B.4, B.5
5. Express your opinion on major problems with today's youth and describe solutions for them.	5. 7.1.IM.C.3
6. Discuss the rising presence of ethnic food in Italy.	6. 7.1.IM. A.4, A.5, A.7, R.CCR.1.2.4
7. Use the subjunctive imperfect tense of regular and irregular verbs.	7. 7.1.IM.A.5, A.8, B.4 B.5
8. Use the subjunctive pluperfect tense.	8. 7.1.IM.A.5, A.8, B.4, B.5
9. Name the location of the region of Friuli-Venezia Giulia, the languages spoken, its capital and a famous author from the region.	
10. Differentiate between using the subjunctive present, past and pluperfect tenses.	
11. Discuss the phenomena of Italy as a rising multicultural diverse society and Italy's efforts to integrate immigrants to their country.	
12. Explain what it is like to be an immigrant to our country in present day or in a past era.	

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

10. 7.1.IM.A.5, A.8,  
B.4, B.5, C.1, C.3, C.4

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

12. 7.1.IM.A.5, A.7,  
C.1, C.3, C.4

### **Inter-Disciplinary Connections:**

**Technology:** Websites: alice.it; altavista.it; arianna.it; google.it and .com; kataweb.it: cultural searches on foreign citizens in Italy and on the region of Friuli-Venezia Giulia.

**Social Studies:** Learn the customs of the region of Friuli-Venezia Giulia and about Italy as a multicultural diverse society.

**English:** Analyze Italian grammar compared to English grammar.

**Music:** Students will read and listen to “Fiori rosa fiori di pesco”.

### **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 “Fiori rosa fiori di pesco” to identify the basic storyline and what the singer wants to hear and wants to believe is still true.
- 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 social problems, values and a multicultural society.
- Written composition expressing your opinion on major problems of today’s youth and describing solutions for them.
- Diary entries describing your experiences and thoughts as an immigrant to this country in present day or in a past era.
- Fill in the blank and open-ended questions using the subjunctive imperfect tense, subjunctive pluperfect tense and to differentiate between the subjunctive present, past and pluperfect tenses.
- Conjugations of regular / irregular verbs using the subjunctive imperfect and pluperfect tenses.
- Dictations of vocabulary
- Cornell Notes (the subjunctive imperfect tense, the subjunctive pluperfect tense, the differentiation between the subjunctive present, past and pluperfect tenses, the region of Friuli-Venezia Giulia and Italy’s new Italian society).

**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 social problems, values and a multicultural society.
- Power Point presentations for grammar introduction of the subjunctive imperfect tense, the subjunctive pluperfect tense and the differentiation between the use of the subjunctive present, past and pluperfect tenses.
- Authentic video using vocabulary to talk about diverse magazines and newspapers.
- Realia (read a pamphlet on Amnesty International)
- Information Gap activities to use the subjunctive imperfect tense, subjunctive pluperfect tense and the differentiation between the subjunctive present, past and pluperfect tenses.
- 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 advantages and disadvantages of immigration.

## **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 social problems, values and a multicultural society
- Quiz 2: the subjunctive imperfect tense
- Quiz 3: the subjunctive pluperfect tense
- Quiz 4: the differentiation in the use of the subjunctive present, past and pluperfect tenses
- 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 social problems, values and a multicultural society, the subjunctive imperfect tense, the subjunctive pluperfect tense, the differentiation in the use of the subjunctive

present, past and pluperfect tenses and culture of the region of Friuli-Venezia Giulia and Italy as a multicultural diverse society.

- 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 diary entries describing your experiences and thoughts as an immigrant to this country in the present day or in a past era using the subjunctive tense.
- Oral Assessment – Questions based on various social problems, values or about the multicultural society; questions in which students utilize the subjunctive imperfect or pluperfect tenses in their answers.

**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 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Italian 4 Honors**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Italian 4 Honors Unit 5 Le avventure di Pinocchio</p>	<p><b>Unit Summary:</b> In this unit students will read an adapted novel: “Le avventure di Pinocchio” by Carlo Collodi. The life of the author and the time period of Italy undergoing unification will be discussed and related to the novel. Students will read both independently and with the class, taking notes on new vocabulary words and reviewing grammatical structures along the way. They will illustrate passages as well as discuss themes discovered in the book. In addition, students will compare Collodi’s novel to a contemporary film in which references are made to the novel.</p>
<p><b>Grade Level(s):</b> 12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How is the life of the author and the time period in which he lived reflected in the novel?</li> <li>• How is the novel of Pinocchio related to a Tuscan tradition?</li> <li>• What themes and symbolisms are present in the novel?</li> <li>• How do the themes in the novel relate to life experiences?</li> <li>• Why is the importance of education a major theme in the story of Pinocchio? How does it relate to the time of Collodi?</li> <li>• What are the setting, characters and plot of the novel?</li> <li>• How has the story of Pinocchio given fuel to writers and been an inspiration for cinematic references?</li> <li>• How do I utilize my present language skills to</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• You can read Italian literature.</li> <li>• You already have language and communication skills that you can utilize while learning a new language.</li> <li>• There are multiple ways to say the same thing.</li> <li>• People have different styles of learning.</li> <li>• Learning a language is an on-going process.</li> <li>• A dictionary does not give you syntax.</li> <li>• The language we use changes with the situation.</li> <li>• Literature can preserve the traditions of its people.</li> <li>• Insights into a country’s history can be viewed in literature.</li> <li>• Literature can provide views about life and how people behave providing a rich level of meaning through symbols and themes.</li> </ul>

<p>infer meaning and understanding to new words or structures?</p> <ul style="list-style-type: none"> <li>• How can I express myself and share the same information with others in Italian?</li> <li>• What are my motivations to learn another language?</li> <li>• How do I find out meaning when words are not understood?</li> </ul>	
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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**

<b><u>Learning Target</u></b>	<b><u>NJCCCS or CCSS</u></b>
1. Identify new vocabulary words to improve comprehension of the story.	<b>1. 7.1.IM.A.7</b>
2. Identify and describe the main characters and events in the story.	<b>2. 7.1.IM.A.4, A.5, A.6,</b>
3. Explain how the author’s experiences and the impact of Italy’s unification could be seen in the story of Pinocchio.	<b>R.CCR.1.2.4</b>
4. List several themes of the story and discuss how they relate to life experiences.	<b>3. 7.1.IM.A.1,</b>
5. Explain why the importance of education is a major theme and how it relates to the time period of the author.	<b>R.CCR.1.2.4</b>
6. Identify previously learned grammatical structures to reinforce comprehension and structure.	<b>4. 7.1.IM.A.4, A.5, A.6,</b>
7. Retell the adventures of Pinocchio using past verb tenses.	<b>R.CCR.1.2.4</b>
8. Summarize events in the story of Pinocchio.	<b>5. 7.1.IM.A.1, A.4, A.5,</b>
9. Write a different ending to events of the story.	<b>R.CCR.1.2.4</b>
10. Compare events and characters of <i>Le avventure di Pinocchio</i> by Carlo Collodi to Disney’s version of Pinocchio.	<b>6. 7.1.IM.A.5</b>
11. Compare Collodi’s <i>Le avventure di Pinocchio</i> to references of the novel made in a contemporary film.	<b>7. 7.1.IM.A.5</b>
12. Write a written composition choosing from multiple formats taking on the role of a character using the RAFT writing process.	<b>8. 7.1.IM.A.5,</b>
	<b>R.CCR.1.2.4</b>
	<b>9. 7.1.IM.C.3</b>
	<b>10. 7.1.IM.A.1</b>
	<b>11. 7.1.IM.A.1</b>
	<b>12. 7.1.IM.C.3, C.4</b>

**Inter-Disciplinary Connections:**

<p><b>English</b> – Students will discuss and analyze various grammatical structures in text and various literary elements.</p> <p><b>Technology</b> -Students will be exposed to PowerPoint for presentations, Quizlet.com for review of vocabulary; Internet searches on Pinocchio</p>
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**History**– Students will learn the biography of the author and about the unification of Italy.

**Students will engage with the following text:**

- Adapted novel *Le avventure di Pinocchio* by Carlo Collodi
- Short biography of Carlo Lorenzini (pen name Collodi)
- Article on Italy's unification
- Contemporary film *A.I. Artificial Intelligence* by Steven Spielberg
- The Italian film *Pinocchio* by Roberto Benigni

**Students will write:**

- Short answers to comprehension questions about the novel.
- Vocabulary flashcards to include memory hooks, illustrations, defining vocabulary in your own words and using the vocabulary in context in a sentence.
- Passages using past verb tenses
- Summaries of events in the novel
- Passages to compose an alternate ending to events in the novel
- Written composition choosing from multiple formats taking on the role of a character using the RAFT writing process.
- Descriptions of characters
- Comparison statements of the novel and film

**Modifications/Accommodations for struggling learners:**

- Students may be required to write less information, answer 3 out of 5 questions
- When writing paragraphs may require shorter paragraphs
- Provide guided worksheet(s) when writing passages in a different tense.

**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 writing.
- Provide assignment choices that require more detail and a deeper understanding of material.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Read and translate short biography of Carlo Collodi.
- Read and translate an article on Italian Unification
- Discussion of characters, events, symbols and themes of the novel
- Graphic organizers / Note taking of characters, events and themes
- Chorale response of vocabulary words

- Vocabulary flashcards that require students to reflect on and use the vocabulary
- Hands-on activities (Smart Board games, activities for vocabulary and grammar review)
- Short writing activities using prompts
- Read and act out event(s) of the novel
- Illustrate events in the novel
- Peer edit compositions
- Teacher-lead and in group reading strategies
- Watch a contemporary film *A.I. Artificial Intelligence* by Steven Spielberg
- Watch an Italian film *Pinocchio* by Roberto Benigni

**Modifications/Accommodations for struggling learners:**

- Students may be required to have guided graphic organizers / notes.
- Provide highlighted terms / phrases / parts of reading as key elements for translation.
- Provide guided worksheet(s) when writing passages in a different tense.
- Students may be required to write less or be allowed extended time.

**Modification/Accommodations for gifted and talented learners:**

- Require student to use only the target language.
- Have students answer and ask daily questions in the target language
- Ask students to repeat / rephrase what they have heard in the target language.
- Provide enrichment activities
- Use inquiry-based practice.
- Students engage in supplemental readings and complete short summaries of what has been read.
- Assign students to tutor others who are having difficulties with materials.

## 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:

- Quizzes – quizzes on vocabulary, characters, events, themes / symbols of the novel
- Homework – short answer questions, summaries, vocabulary activities
- 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: vocabulary, setting, characters, plot, events, themes and symbols
- Benchmark: written composition choosing from multiple formats taking on the role of a character using the RAFT writing process

**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 may choose from a variety of assignments such as creating a book jacket matching the mood of the novel in which students illustrate and write a short blurb for the inside cover; writing a letter to the editor expressing your opinion about an issue in the novel; interviewing a character in the novel; dramatizing a scene from the novel or adding a chapter to the novel.

**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:**

- Allow students opportunities to access supplementary references and materials for additional vocabulary.
- Give handouts, information for web searches, etc. in the target language.
- Provide assignment choices that require more detail and a deeper understanding of material.