

Department of World Languages

ITALIAN 3

Course Content and Standards (NJSL 2020):

Unit 1: Il Ristorante

Vocabulary:

- Place setting
- Menu
- Transitive and intransitive verbs
- Meals
- Ingredients and recipes
- Pricing and cost

Grammar:

- Passato Prossimo
- Comparative/Superlative
- Indefinite quantities
- Direct objects and indirect objects in the past
- Ci/Ne
- Piacere

Culture:

- Italian Meals/Dishes
- Italian Courses

Unit 2: I ricordi

Vocabulary:

- Childhood vocabulary
- Literature vocabulary
- Sequencing words
- Common expressions used with imperfetto / passato prossimo

Grammar:

- Passato Prossimo
- Imperfetto
- Reflexives in the past
- Negatives

Culture:

- Childhood stories

Unit 3: I film italiani

Vocabulary:

- Structure of a novel / film
- Vocabulary specific to the novel/ film
- Expressions of opinion

Grammar:

- Grammar tenses: present/future/past
- Compound tenses

Culture:

- Italian Films
- Italian Film Festivals
- Italian Directors

Unit 4: L'ambiente

Vocabulary:

- Nature/ earth vocab
- Environmental problems and concerns
- Climate change and weather phenomena

Grammar:

- Narration using passato prossimo and imperfetto
- Discussing hypothetical situations and solutions with conditional and future
- Making suggestions, giving advice, and providing solutions with subjunctive
- Sequence of tenses
- Communicating in paragraph-discourse
- Interrogative pronouns and question words
- Relative pronouns
- If clause

Culture:

- Italian environmental issues and policies
- Italian perspectives on American environmental issues and policies

Course Pacing:

- Marking Period 1: Unit 1 Intermediate-Low
- Marking Period 2: Unit 2 Intermediate-Low
- Marking Period 3: Unit 3 Intermediate-Mid
- Marking Period 4: Unit 4 Intermediate-Mid

Course Expectations and Skills:

1. Maintain an organized binder.
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present, past, conditional, and future tense.
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate low - mid Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: Prego 8 textbook, workbook and lab manual.

Communicative Activities

Film Study Program "Ciao Professore" Edizioni Farinelli

Film Study Program "La Vita e` Bella" Edizioni Farinelli

Film Study Program "Il Postino" Edizioni Farinelli

Film Study Program "Non Ho Paura" Edizioni Farinelli

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Major Assessments	50%
Minor Assessments	30%
Classwork/Homework	20%

Course Standards Key:**New Jersey Student Learning Standards (NJSLS)****World Languages**

Language Target Level: Intermediate-Low (Units 1-2) and Intermediate-Mid (Units 3-4)

Level Learner:

- Intermediate Low / Intermediate Mid: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1 (Interpretive Mode) - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- 7.1 (Interpersonal Mode) - Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
- 7.1 (Presentational Mode) - Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intermediate-Low

Interpretive Mode

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Interpersonal Mode

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational Mode

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intermediate- Mid

Interpretive Mode

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Career Ready Practices

NJSLS 9.1 Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Black Horse Pike Regional School District
Where Inspiring Excellence is Our Standard and Student Achievement is the Result

Italian 3H- Unit 1

Il Ristorante

Updated: June 2020

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s): This unit will prepare students to discuss an Italian restaurant experience. Students will learn about food that they enjoy, the Food pyramid, what the Italians eat, their opinions and customs on the different meals and types of food. They will be able to ask for what they want, pay for it in euros, and then describe what they bought. They will also understand recipes and prepare a recipe.

Enduring Understandings:

- Food is an important aspect of every culture.
- Where a person lives influences their food choices and shopping habits.
- Pricing can be very different in Europe.
- Food habits (ex; mealtimes, portions, snacking) can be strongly influenced by a person's culture.

	<ul style="list-style-type: none"> ● Cooking, and eating food can be a rewarding and pleasurable experience.
<p>Unit Learning Targets/ Goals/ Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. ● I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. ● I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. ● I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. ● I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. ● I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences <p>I Can...</p> <ul style="list-style-type: none"> ● discuss meals and table settings ● identify foods and beverages ● discuss food preferences with others ● compare and contrast Italian and American restaurants ● talk about what I eat for each meal and which meal I prefer ● ask for prices ● read authentic documents for information: including the food pyramid, a shopping circular, recipes, infographics ● talk about what I want to eat ● discuss quantities of food ● purchase food at a restaurant ● ask others their food and drink preferences ● read stories/emails/charts and answer questions about these materials ● read for pleasure and develop cultural awareness of Italian eating habits ● present a recipe
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>Interpretive:</p> <p>7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPRET.5</p> <p>Interpersonal:</p> <p>7.1.IL.IPERS.1</p>

	<p>7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5</p> <p>Presentational: 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p><u>Novice Low/ Mid/ High.</u> <u>Intermediate Low/ Mid/ High</u></p>	<p>Intermediate Low</p>
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*<u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview: Students will read an Italian menu and answer questions and listen to an Italian recipe being prepared and answer questions</p> <p>Interpersonal Task Overview (written or oral): Students will have a conversation about a past dining experience. They will narrate in the past about what they eat, who they went with, why they went and their dining experience with food preferences.</p> <p>Presentational Task Overview (written or oral): Students will discuss a memorable meal, who was there, what they ate, and what they liked or didn't like about the meal.</p>

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● Passato Prossimo ● Comparative/Superlative ● Indefinite quantities ● Direct objects and indirect objects in the past ● Ci/Ne ● Piacere <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Place setting ● Menu ● Transitive and intransitive verbs ● meals ● ingredients and recipes ● pricing and cost
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read and discuss Italian menus ● Explore, analyse and discuss the Food Pyramid ● Listen to videos about Italian meal times ● Compare and contrast food and meal choices of the Italians/Americans ● Use flashcards to practice vocabulary ● Watch videos and answer questions about Italian meals. ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Play Loto game with food vocabulary ● Watch Italian cooking shows and answer questions pertaining to this video

	<p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about their food preference, where they like to eat and what they generally eat at meals ● Survey their classmates about their eating habits and discuss with their groups ● Plan a meal plan with their partners for a special occasion of their choice ● Role play being a customer and waiter in a restaurant ● Have a conversation discussing favorite meal you have ever had ● Describe your favorite meal while your partner listens and illustrates <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about what they eat and do not eat and at which meal ● Use Padlet/FlipGrid to do discuss their food preferences and where and what they like to eat ● Create a video or performance of a recipe ● Write a menu based off Italians eating habits ● Write an email to a Italian exchange student who is coming to visit, asking about their food preferences and any dietary restrictions ● Create a restaurant in groups and present to the class what you can eat at your restaurant
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i> https://www.bhprsd.org/Page/3193</p>	<ul style="list-style-type: none"> ● Math – prices, currency exchange ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark ● FACS- food, preparing a recipe, reading and understanding a recipe ● Science - food waste and seasonal foods
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices: CRP2, CRP4, CRP6, CRP8, CRP11, CRP12</p>
<p><u>Technology Standards</u></p>	<p>NJ Standards 8.1.12.A.1 8.1.12.A.2</p>

Black Horse Pike Regional School District
Where Inspiring Excellence is Our Standard and Student Achievement is the Result

Italian 3H- Unit 2

I ricordi

Updated: June 2020

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s): In this unit, students will learn how to talk about things that happened in the past, specifically about their childhood and adolescence. They will interview a classmate to find out information about their childhood. Finally, they will give a presentation to the class describing an important day in their life.

Enduring Understandings:

- Experiences from my childhood have helped shape who I am today.
- Who I am now is not who I was when I was a child.
- Although cultures have similar stories, they often have different features due to perspectives prevalent in their culture.

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. ● I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. ● I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. ● I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. ● I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. ● I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> ● I can describe different aspects of my childhood ● I can ask a classmate questions about their childhood ● I can tell a story about something that happened in the past ● I can read, interpret, and discuss authentic Italian stories ● I can understand videos/commercials about childhood toys and games. ● I can understand when someone talks about his/her childhood. ● I can answer questions about my life as a child. ● I can ask questions to find out what someone used to be like and used to do as a child. ● I can discuss and compare with others what we were like as children. ● I can tell what others used to be like when they were little and what they used to do in their childhood. ● I can compare what I used to be like with how I am now. ● I can compare myself to how others were when we were children. ● I can compare a typical American childhood to a typical Italian childhood.
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> <i>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></i></p>	<p>Interpretive: 7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.4 7.1.IL.IPRET.5</p> <p>Interpersonal: 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5</p>

	<p>Presentation: 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p><u>Novice Low/ Mid/ High.</u> <u>Intermediate Low/ Mid/ High</u></p>	<p>Intermediate Low</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentence
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview: Students will read and complete a comprehension guide about a Italian childhood story</p> <p>Interpersonal Task Overview (written or oral): In conversations with their teachers and each other, students will ask and answer questions about their childhood</p> <p>Presentational Task Overview (written or oral): Create a multimedia rich digital presentation to describe a great day they have experienced in their past</p>

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● Passato Prossimo ● Imperfetto ● Reflexives in the past ● Negatives <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● childhood vocabulary (toys, games, etc) ● literature vocabulary (introduction, setting, plot, characters, conflict, resolution, conclusion) ● sequencing words <p>common expressions used with imperfetto / passato prossimo</p>
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read Il Diario della studentessa Jean and complete a comprehension guide ● Read excerpts from Italian stories and complete a comprehension guide ● Watch videos of Italian people talking about things in the past and answer questions about them on EdPuzzle ● Watch Italian commercials related to childhood and answer questions in EdPuzzle ● Thisislanguage.com activities ● Read short biographies about Italian and answer questions <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Interview a classmate to find out what their life was like when they were younger ● Carwash question activity ● Inside/Outside Circle or Line questioning activities ● Find Someone Who activities

	<ul style="list-style-type: none"> ● Use Charlala to answer questions about childhood ● Discuss stories with a partner/ group ● Interview classmates about what they did over the summer or weekend <p>Presentational:</p> <ul style="list-style-type: none"> ● Use FlipGrid to record videos about childhood ● Use Screencastify to narrate past experiences ● Short writing prompts about topics from childhood (family, friends, school, past times, etc) ● Create a Venn diagram comparing yourself now to then ● Write a paragraph about your weekend ● Keep a journal for a week and write about what happened to you each day ● Write a paragraph about what you did over the summer
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p> <p>https://www.bhprsd.org/Page/3193</p>	<p>Math - bar graphs/diagrams comparing preferences and practices of students</p> <p>Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguage.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com</p> <p>English - fairy tales, parts of a story, writing a story</p> <p>History - biographies of famous Francophones</p>

<u>Career Ready Practices</u>	NJ Career Ready Practices: CRP2, CRP4, CRP6, CRP8, CRP11, CRP12
<u>Technology Standards</u>	NJ Standards 8.1.12.A.1 8.1.12.A.2

Black Horse Pike Regional School District
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Italian 3H- Unit 3

I film italiani

Updated:

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s): In this unit, students will watch and analyse one of the five films Ciao, Professore, Il Postino, La vita e' bella, Non ho paura and Cinema Paradiso. Students will explore the themes of family, community and difficult choices as well as the consequences of our actions. Students will analyse the characters, plot and themes throughout the films. They will also debate and decide who in the community is responsible for certain consequences in this film.

Enduring Understandings:

- Loyalty is an attribute that plays an important part in our lives and in our relationships.
- Are we responsible for others in our community?
- Accepting others in spite of their differences can be a life lesson.
- What is family, how far do we go for our family members?

	<ul style="list-style-type: none"> • What is the definition of community and our roles in helping our community members.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p>Performance Indicators:</p> <ul style="list-style-type: none"> • I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. • I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. • I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions • I can speak using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames to: <ul style="list-style-type: none"> ○ exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, ○ interact with others to meet my needs in a variety of situations, sometimes involving a complication ○ explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched • I can communicate using a few short paragraphs, often across various time frames, to: <ul style="list-style-type: none"> ○ tell stories about school and community events and personal experiences ○ state my viewpoint on familiar or researched topics and provide reasons to support it ○ give detailed presentations on a variety of familiar topics and some concrete topics I have researched <p>Bloom's and the World Language Classroom: Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can identify and describe the setting, plot, and characters of a film. • I can identify and discuss symbolism in a film • I can identify and discuss the themes of a novel and a film • I can describe what happened in a film • I can predict what might happen in a film • I can infer the meaning of words based on their context • I can compare and contrast various aspects of the film • I can give opinions about various aspects of the film • I can describe and discuss characters and their development in the film and novel • I can debate and discuss the outcomes of the films
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p>	<p>Interpretive:</p> <p>7.1.IM.IPRET.1</p> <p>7.1.IM.IPRET.2</p>

<p>Grade levels: K-12 6-12 9-12</p>	<p>7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 Interpersonal: 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 Presentational: 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p>Novice Low/ Mid/ High.</p> <p>Intermediate Low/ Mid/ High</p>	<p>Performance Level: Intermediate-Mid</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● Students will watch the film and complete a comprehension guide <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will discuss various characters in the film and their roles in their families as well as their community ● Students will discuss and debate various themes and also the outcomes of the films. <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will write an essay on a theme of one of the films viewed in class.
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● all grammar tenses: present/future/past ● compound tenses <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● structure of a novel / film ● vocabulary specific to the novel/film ● expressions of opinion
<p><u>Formative Practice and Assessments:</u></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read a short biography about the director and answer questions ● Read biographies of the major actors and answer questions

<p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> ● Watch the one of the films ● Read and discuss Movie reviews and blogs from the film ● Read and discuss film summaries ● Compare/Contrast themes in the film ● Answer true/false questions about the films and justify your answer ● Complete exercises using vocabulary words in the context of the film ● Read and discuss Movie posters and summaries ● Put events in order ● Discuss and investigate the Venice Film Festival in Italy (Oscars) <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll your classmates about who is their most favorite/least favorite character in the films ● Discuss with a partner the events of the segment and their reactions ● Poll classmates about what they think will happen next in the film ● Discuss with group each of the key players and what their role is in the family <ul style="list-style-type: none"> ● In groups, prepare a response to Teacher directed questions <p>Presentational:</p> <ul style="list-style-type: none"> ● Prepare a short biography of one of the actors in the film ● Record a FlipGrid to answer a thought provoking question from the film ● Analyze one character with a small group and present to the class ● Write summaries of segments of the film ● Prepare a different ending to the film and share with the class
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>Film Study Program “Ciao Professore” Edizioni Farinelli Film Study Program “La Vita e` Bella” Edizioni Farinelli Film Study Program “Il Postino” Edizioni Farinelli Film Study Program “Non Ho Paura” Edizioni Farinelli</p>

https://www.bhprsd.org/Page/3193	Film Study Program "Cinema Paradiso" Edizioni Farinelli
<u>Interdisciplinary Connections:</u>	English: parts of a film, character analysis History: Sociology: family, community Science: weather, agriculture Geography: Northern and Southern Italy Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark
<u>Career Ready Practices</u>	NJ Career Ready Practices: CRP2, CRP4, CRP6, CRP8, CRP11, CRP12
<u>Technology Standards</u>	NJ Standards 8.1.12.A.1 8.1.12.A.2

Black Horse Pike Regional School District
Where Inspiring Excellence is Our Standard and Student Achievement is the Result

Italian 3H- Unit 4

L'ambiente

Updated: June 2020

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s): In this unit students will identify and discuss various threats to the environment. Students will explore the causes of these environmental issues and brainstorm possible solutions. Students will compare and contrast the attitudes and actions of American and Italian people and governments.

Enduring Understandings:

- We have a shared responsibility to take care of the world in which we live.
- Our behaviors and choices can have a positive or negative impact on the environment.
- Attitudes and behaviors towards the environment differ in the United States and in Italy.

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p>Performance Indicators:</p> <ul style="list-style-type: none"> ● I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. ● I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. <ul style="list-style-type: none"> ● I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. ● I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. ● I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. ● I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p>I Can...</p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do's)</p> <ul style="list-style-type: none"> ● I can understand the main idea and key information about the environment in infographics, short articles, political cartoons and opinion blogs ● I can identify and describe various issues that affect the environment ● I can debate the cause of environmental issues ● I can discuss with a partner environmental issues that are important to me ● I can compare and contrast the attitudes towards the environment in Italy and the United States ● I can propose solutions to various environmental issues and justify my ideas ● I can debate with a partner the most urgent environmental issue
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>Interpretive: 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8</p> <p>Interpersonal: 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5</p> <p>Presentational:</p>

	<p>7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p><u>Novice Low/ Mid/ High.</u> <u>Intermediate Low/ Mid/ High</u></p>	<p>Intermediate Mid</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentence
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Students will read articles and infographics pertaining to environmental issues and complete a comprehension guide. <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● In conversations with a classmate, students will ask and answer questions and debate what can be done to preserve and protect the environment. <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Create a multimedia rich presentation discussing an environmental issue and what can be done to solve the problem.

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● Mastery of multiple tenses: <ul style="list-style-type: none"> ○ Narration using passato prossimo and imperfetto ○ Discussing hypothetical situations and solutions with conditional and future ○ Making suggestions, giving advice, and providing solutions with subjunctive ● Sequence of tenses ● Communicating in paragraph-discourse ● Interrogative pronouns and question words ● Relative pronouns ● If clause <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Nature/ earth vocab ● Environmental problems and concerns ● Climate change and weather phenomena
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read articles about the environment and answer comprehension guides ● Examine infographics and answer questions ● Listen to music videos about the planet and discuss issues ● Watch Edpuzzle videos and answer questions ● thisislanguange.com activities <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Discuss with a partner small things they can do that would have a positive effect on the environment ● Interview classmates about what they do to help the environment ● Talk with a partner about how society's attitudes towards the environment have changed

	<ul style="list-style-type: none"> ● Discuss in small groups what current environmental policies are the most effective and why ● Interview classmates about their greatest concerns about the environment ● Answer charlala.com activities <p>Presentational:</p> <p>Choose a current event from an Italian news source related to the environment and present it to the class</p> <ul style="list-style-type: none"> ● Pick one thing done to protect the environment that could be done in the United States ● Explain what more our school could do to have a more positive effect on the environment
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p> <p>https://www.bhprsd.org/Page/3193</p>	<p>Science - climate change, environment</p> <p>History/Geography - current events, Italian and American relationships, weather and environment in different geographical climates</p> <p>Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguage.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com, GimKit</p> <p>English - persuasive writing and presentations</p>
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices: CRP2, CRP4, CRP6, CRP8, CRP11, CRP12</p>
<p><u>Technology Standards</u></p>	<p>NJ Standards 8.1.12.A.1 8.1.12.A.2</p>