

Italian 4 Honors

Course Content and Standards:

Unit 1: Le belle arti (The Arts)

Vocabulary:

- Description of objects
- Expressing opinions
- Art vocabulary
- Museum vocabulary

Grammar:

- Passato prossimo, imperfetto and passato remoto
- Subjunctive
- adjective agreement and placement
- comparatives and superlatives

Culture:

- Italian artists and art
- Italian singers, songwriters, and music
- Italian celebrities

Unit 2: La mia identità' (My Identity)

Vocabulary:

- Detailed physical and personality description
- Personal relationships vocabulary
- Question words
- Nationality/race/gender/sexual orientation/religion vocabulary
- Transition words and cohesive devices

Grammar:

- Review of present, past, future, and conditional tenses/moods
- Asking questions
- Intermediate level text type

Culture:

- Italian perspectives on relationships, nationality, race, and gender

Unit 3: Pinocchio

Vocabulary:

- Structure of a novel
- vocabulary specific to novel

Grammar:

- passato remoto
- compound tenses

Culture:

- Italian novels
- Carlo Collodi
- Pinocchio

Unit 4: I film italiani (Italian films)

Vocabulary:

- Structure of a film
- Expressions of opinion
- Vocabulary specific to the films

Grammar:

- Review of present, past, future and conditional moods
- Compound tenses

Culture:

- Italian films

Course Pacing:

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

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

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: IntermediateMid (Units 1-2) and Intermediate-High (Units 3-4)

Level Learner:

- Intermediate Mid / Intermediate High: 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- 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.

Intermediate High

Interpretive Mode

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Interpersonal Mode

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. •
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the 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.

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Where Inspiring Excellence is Our Standard and Student Achievement is the Result

Italian 4H- Unit 1

Le belle arti

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 become familiar with artists and their works in Italian and the Italian culture. They will learn about different styles and periods of art, architecture, monuments, music and theater. They will discuss works of art, critique it, and express their preferences. Students will attend field trips which are designed to bring the language and culture to life. Additionally, students will explore Italian singers, songwriters, and playwrights.

Enduring Understandings:

- Art comes in many forms.
- Art is an expression of the target language's culture.
- A nation's art often tells us about the history of that country.

	<ul style="list-style-type: none"> ● My knowledge of the target language and culture assists in the understanding of the target culture's art. ● Art is the expression of the artist and his or her message to the public. ● Art is a reflection of the historical times of the artist and 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 identify and describe different styles/ periods of art. ● I can identify and describe different pieces of artwork. ● I can identify and describe different eras of architecture and monuments. ● I can give opinions about different pieces of artwork or artists ● I can compare and contrast types of art/ artists/ pieces of artwork. ● I can navigate a museum (virtual or actual) ● I can identify and describe different types of music. ● I can compare and contrast different types of music. ● I can describe and discuss the life of an artist or musician and how their life affected their work ● I can read / listen to / understand art critiques
<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:</p> <p>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</p>

	<p>7.1.IM.IPRET.7 7.1.IM.IPRET.8</p> <p>Interpersonal:</p> <p>7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.5</p> <p>Presentational:</p> <p>7.1.IM.PRSNT.1 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></p> <p><u>Intermediate Low/ Mid/ High</u></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><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></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 listen to a video clip and read an article about a famous Italian piece of artwork and answer questions. <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will discuss with a partner their opinions about selected Italian pieces of artwork and their general feelings about art <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will create a digitally rich, multimedia presentation about a chosen artist.
<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 and passato remoto (biographies) ● subjunctive ● adjective agreement and placement ● comparatives and superlatives <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Description of objects ● Expressing opinions ● Art vocabulary ● Museum vocabulary
<p><u>Formative Practice and Assessments:</u></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to This is Language videos about art and answer questions ● Read infographics about Italian artists 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"> ● Match artists with their works of art ● Listen to a description of a piece of art and draw what you hear ● Jigsaw activity: History of art in Italian and styles of art ● Watch Angels and Demons ● Virtual museum tours ● Listen to songs and fill in the blanks <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll the class about their favorite types of art ● Practice describing pieces of art to a partner ● Interview a partner about their favorite artist ● Discuss in small groups your musical preferences <p>Presentational:</p> <ul style="list-style-type: none"> ● Look at two paintings and compare and contrast them in writing ● Record an art review on FlipGrid ● Share information you have learned in jigsaw activity with classmates ● Write written descriptions of paintings ● Write a song review
<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>History - Italian prehistory Art - types and styles of art Technology - quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguage.com, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, online newspapers, charlala.com, GimKit English - writing and reading art critiques</p>
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12</p>
<p><u>Technology Standards</u></p>	<p>NJ Standards 8.1.12.A.1 8.1.12.A.2</p>

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Italian 4H- Unit 2

La mia identita’

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:

In this unit, students will ponder their identity and determine what makes them who they are. They will compare who they are now with the idea of who they want to be in the future. They will research and study the topics of personal relationships, nationality, race, and gender and compare these topics from an Italian perspective versus an American perspective.

Enduring Understandings:

- My identity is influenced by my culture and society.
- Experiences from my past influence who I am today.
- Who I choose to surround myself with influences my identity.
- Life events and relationships as an adolescent influence who I will become.
- Who I am today is not necessarily who I will be in the future.

Unit Learning Targets/ Goals/ Outcomes

What will students be able to do/communicate by the end of this unit, and in what context?

Interpretive, Interpersonal and Presentational [Can-Do Statements](#)

Performance Indicators:

- 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.

Bloom's and the World Language Classroom:

Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)

- I can understand and answer questions about a variety of videos and documents about identity
- I can talk about what makes me who I am
- I can talk about what influences my identity
- I can ask a person about who they are
- I can have a conversation about a person's identity
- I can give my opinion about what influences a person's identity

Standards and Competencies:

[New Jersey Student Learning Standards](#)

Grade levels: [K-12](#) [6-12](#) [9-12](#)

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>Interpersonal:</p> <p>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.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></p> <p><u>Intermediate Low/ Mid/ High</u></p>	<p>Performance Level: Intermediate-Mid</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><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p>Authentic Resource (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● Students will read an article about identity and complete a comprehension guide. <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will interview a partner about their identity and what makes them who they are <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will create and present to the class a presentation about personal identity. Who you are/ were/ will be and what influenced those ideas
<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"> ● General grammar review of past, present, future, and conditional tenses. ● Preferences ● Asking questions ● Focus on intermediate level text type <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Detailed physical and personality description ● Personal relationships vocabulary ● Nationality/ race/ gender/ sexual orientation/ religion vocabulary ● Question words ● Transition words & cohesive devices
<p><u>Formative Practice and Assessments:</u></p>	<p>interpretive:</p> <ul style="list-style-type: none"> ● Listen to This is Language videos about identity 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"> ● Read infographics about Italians and Italian culture and answer questions/ make comparisons ● Watch Youtube videos about Identity on EdPuzzle and complete activities ● Read biographical texts about famous Italian people and complete comprehension guides ● Read article about nationality, race, and gender and complete comprehension guides <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Take Italian personality quizzes and discuss their accuracy ● Problem solve personality conflicts in groups ● Interview a partner about their preferences ● Brainstorm in small groups what makes up a person's identity ● Try to guess classmates based on a description of their identity (that they wrote) <p>Presentational:</p> <ul style="list-style-type: none"> ● Record on FlipGrid a description of you you are and what makes you that way ● Write an outline for an essay about what makes up a person's identity and support your opinion with evidence ● Write written descriptions of different Italian notable people ● Explain how identity is expressed in a culture's art, music, and media ● Create a Google site all about me, incorporating a page for different aspects of my identity
<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>English - conducting an interview History - Italy history's influence in Italian culture Art - relationship between art & identity 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><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12</p>
<p><u>Technology Standards</u></p>	<p>NJ Standards 8.1.12.A.1</p>

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Italian 4H- Unit 3

Pinocchio da Carlo Collodi

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:

In this unit, students will read and analyze the novel Pinocchio by Carlo Collodi. Students will explore the themes of childhood, growing up, friendship, love, and adventure. Throughout the novel they will watch visual representations of the text and compare them to the book as well as examine their own lives and experiences. Students will compare the structure of Italian and American novels.

Enduring Understandings:

- The definition of friendship can be different based on our individual experiences and needs.
- We are each responsible for our world and the people in it.
- The people that we meet in our lives can help us understand ourselves better.
- Although we all grow up, it is possible to retain a sense of child-like wonder.

Unit Learning Targets/ Goals/ Outcomes

What will students be able to do/communicate by the end of this unit, and in what context?

Interpretive, Interpersonal and Presentational
Can-Do Statements

Performance Indicators:

- 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:
 - 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:
 - 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

Bloom's and the World Language Classroom: Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)

- I can identify and describe the setting, plot, and characters of a story.
- I can identify and discuss symbolism in a novel
- I can identify and discuss the themes of a novel
- I can describe what happened in a novel
- I can predict what might happen in a novel
- I can infer the meaning of words based on their context
- I can compare and contrast various aspects of the novel
- I can give opinions about various aspects of the novel

Standards and Competencies:

[New Jersey Student Learning Standards](#)

Grade levels: [K-12](#) [6-12](#) [9-12](#)

Interpretive:

- 7.1.IH.IPRET.1
- 7.1.IH.IPRET.2
- 7.1.IH.IPRET.3

	<p>7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 Interpersonal: 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 Presentational: 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit: <u>Novice Low/ Mid/ High,</u> <u>Intermediate Low/ Mid/ High</u></p>	<p>Performance Level: Intermediate-High</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><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p>Authentic Resource (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● Students will read articles about the importance and impact of Pinocchio and complete comprehension guide <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will discuss various characters in the novel, and their perspectives on their symbolism and importance in the novel <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will write an essay analyzing a theme in Pinocchio
<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 remoto ● passato prossimo ● imperfetto ● compound tenses <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● structure of a novel ● vocabulary specific to novel
<p><u>Formative Practice and Assessments:</u></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read a short biography Carlo Collodio and answer questions ● Listen to excerpts from the novel

<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"> ● Match quotes with pictures from novel ● Put events in order ● Read chapters in small groups and discuss events ● Answer true/false questions about novel and justify your answer ● Complete exercises using vocabulary words in the context of the story ● Talk a Mile a Minute with vocabulary words ● Rewrite passato prossimo sentences with the passato remoto <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll your classmates about what they want to be when they grow up ● Discuss with a partner the differences of being an adult and a child ● Ask a partner who their favorite character is and why ● Poll the class about which character they prefer and why ● Discuss with a partner what you would do if you were Pinocchio <p>Presentational:</p> <ul style="list-style-type: none"> ● Read chapters out loud in small groups ● Illustrate quotes from the novel ● Act out parts of novel for the class ● Record a FlipGrid video with your reactions from the novel ● Write short Tweets from the perspective of the characters in the novel ● Analyze one character with a small group and present to the class
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i> https://www.bhprsd.org/Page/3193</p>	<p>English: parts of a novel History: 1880s in Italy- Tuscan Era Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark</p>
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices CRP2, CRP4, CRP6, CRP8, CRP9</p>

[Technology Standards](#)

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 4H- Unit 4

I film di Pinocchio

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 Pinocchio by Roberto Beigini and Pinocchio by Walt Disney. Students will review common grammatical structures and be introduced to various idiomatic expressions and aspects of Italian culture such as la scuola italiana, i proverbi, and la Commedia dell'Arte through the internationally acclaimed 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?
- What is the definition of community and our roles in helping our community members.

<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 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>Grade levels: <u>K-12 6-12 9-12</u></p>	<p>Interpretive:</p> <p>7.1.IM.IPRET.1</p> <p>7.1.IM.IPRET.2</p> <p>7.1.IM.IPRET.3</p>

	<p>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: <u>Novice Low/ Mid/ High.</u> <u>Intermediate Low/ Mid/ High</u></p>	<p>Performance Level: Intermediate-High</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><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></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"> ● Complete a reading comprehension based on a theme of a sequence of the movie. <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will discuss various characters in the film and compare them to the novel. ● Students will compare the Walt Disney movie to the Roberto Benigni Film. <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will act out a scene 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 ● subjunctive tense <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 directors 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 two 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 time period of the film in Italy <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 ● 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> https://www.bhprsd.org/Page/3193</p>	<p>Film Study Program “Pinocchio” Edizioni Farinelli</p>

<u>Interdisciplinary Connections:</u>	English: parts of a film, character analysis History: Sociology: family, community Science: weather, agriculture, food 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