

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
CONTENT AREA: WORLD LANGUAGE  
ITALIAN IV

Italian IV Curriculum Guide

<p><b>Pacing Guide:</b> <b>Italian IV is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</b></p>	<p>Unit 1-Cento di questi giorni (Lezione 13)- 2 weeks</p> <p>Unit 2-Il telegiornale delle venti (Lezione 14)- 2 weeks</p> <p>Unit 3-Che cosa è in programma (Lezione 15)- 2 weeks</p> <p>Unit 4-E dopo la laurea? (Lezione 16)- 2 weeks</p> <p>Unit 5-In cerca di un appartamento -(Lezione 17)- 2 weeks</p> <p>Unit 6-Aiti sempre in citta`? (Lezione 18)- 2 weeks</p>
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<p><b>Technology Standards:</b>        8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, &amp; Computational Thinking Programming</p>	<p>8.1.12.A.1: Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.        8.1.12.A.3: Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.        8.1.12.A.4: Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants        8.2.12.D.4: Assess the impacts of emerging technologies on developing countries        8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p>
<p><b>21st Century Skills Standards:</b>        9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, Exploration, and Preparation</p>	<p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals        9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions        9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles        9.1.12..F.1: Relate a country’s economic system of production and consumption to building wealth and achieving societal responsibilities</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment        9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures</p>
<p><b>Career Ready Practices:</b></p>	<p>CRP1- Act as a responsible and contributing citizen and employee        CRP2- Apply appropriate academic and technical skills        CRP4- Communicate clearly and effectively and with reason        CRP7– Employ valid and reliable research strategies        CRP8- Utilize critical thinking to make sense of problems and persevere in solving them        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</p>

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Open forums and debates in the classroom regarding controversial issues.</li> <li>• Utilize advanced materials and resources to meet the needs of students.</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Anchor Activities</li> <li>• Advanced discussion techniques</li> </ul>	<p><b>Modifications for Homework/Assignments</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Building background information</li> <li>• Simplifying language for presentation</li> <li>• Internet bilingual dictionaries during class and during assignments.</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designed Power Points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and mainstream classroom teachers.</li> <li>• Pair novice ELLs with advanced ELL's.</li> <li>• High-interest / low-reading-level civics and history materials</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Graphic Organizers</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Analogies</li> <li>• Highlighting/underlining</li> <li>• Note-taking guides</li> <li>• Establish timelines</li> <li>• Clarify assignments, directions, instructions</li> <li>• Chapter/lecture notes</li> <li>• Assistive technology</li> <li>• Provide computer programs to assist with written assignments</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> </ul>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers.</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Preferential seating as noted by teacher and student</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> </ul>

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	<p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Use of computers to complete assignments as requested by a student</li> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessment</li> </ul>
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<b>CONTENT:</b> Italian Level 4			
<b>Theme:</b> Lezione 14 Il telegiornale delle venti			
<b>Essential Questions:</b> How do we express hopes, wants, demands, and opinions? How do we report on and react to news stories? How can you compare the Italian political system to the American? What is unique about the neopolitan people?			
<b>Content:</b> (as a result of this learning segment, students will know...)  <ul style="list-style-type: none"> <li>• Vocabulary for chapter 14</li> <li>• Present Subjunctive of Regular and Irregular Verbs</li> <li>• Subjunctive with Impersonal Expressions</li> <li>• Culture: Naples</li> </ul>	<b>Skills:</b> ( <i>As a result of this learning segment, students will be able to...</i> )  <ul style="list-style-type: none"> <li>• Report and react to news</li> <li>• Express hopes, wants, demands, and opinions</li> <li>• Give advice</li> <li>• Talk about politics</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Homework</li> <li>• Oral and Written Work</li> <li>• Quiz and Tests</li> <li>• Teacher prepared documents</li> <li>• Cooperative Learning</li> <li>• Section tests</li> <li>• Marking period tests</li> <li>• Collaborative group evaluations</li> <li>• Research papers/essays</li> <li>• Power point presentations</li> <li>• Internet/Library research</li> <li>• Cross curriculum learning</li> </ul>	<b><u>Standards (NJSL)</u></b> 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10  <b><u>Technology Standards:</u></b> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5

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			<p><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p> <p><b><u>Time Frame:</u></b> 15-20 days</p> <p><b><u>Materials:</u></b> Italian Text- <u>Oggi in Italia &amp; Super Ciao a Tutti</u> Chromebooks Audio Visual Internet Resources</p>
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<b>CONTENT:</b> Italian Level 4			
<b>Theme:</b> Lezione 15 Che cosa e` in programma? How do we express emotions, doubts, and beliefs about events in the present and the past? How do we discuss various kinds of music?			
<b>Essential Questions:</b> What music forms are popular in Italy?			
<p><b>Content :</b> (as a result of this learning segment, students will know...)</p> <ul style="list-style-type: none"> <li>• Vocabulary for Chapter 15</li> <li>• Prefixes “<i>in-s-dis-ri</i>”</li> <li>• Subjunctive with expressions of emotion, doubt, or belief</li> <li>• Past Subjunctive</li> <li>• Subjunctive with Conjunctions</li> <li>• Constructions with “<i>si</i>”</li> <li>• Culture-Vivere in Italia</li> </ul>	<p><b>Skills:</b> (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> <li>• Discuss various kinds of music</li> <li>• Express personal preferences</li> <li>• Express emotions, doubts, and beliefs about events in the present and the past</li> <li>• Express opinions about past events</li> </ul>	<p><b>Assessments:</b>(The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Homework</li> <li>• Oral and Written Work</li> <li>• Quiz and Tests</li> <li>• Teacher prepared documents</li> <li>• Cooperative Learning</li> <li>• Section tests</li> <li>• Marking period tests</li> <li>• Collaborative group evaluations</li> <li>• Research papers/essays</li> <li>• Power point presentations</li> <li>• Internet/Library research</li> <li>• Cross curriculum learning</li> </ul>	<p><b>Standards (NJSL)</b>        7.1 IM. A 1-8, B 1-5, C 1-5        WHST.9-10.1-10        WHST.11-12.1-10        RH.9-10.1-10        RH.11-12.1-10</p> <p><b><u>Technology Standards:</u></b>        8.1.12.A.1        8.1.12.A.3        8.1.12.A.4        8.2.12.B.4        8.2.12.D.4        8.2.12.E.1</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b>        9.1.12.A.3        9.1.12.A.9        9.1.12.D.2        9.1.12.F.1        9.2.12.C.1        9.2.12.C.5</p>

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			<p><b><u>Materials:</u></b>          Italian Text- <u>Oggi in Italia &amp; Super Ciao a Tutti</u>          Chromebooks          Audio          Visual          Internet Resources</p>



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<b>CONTENT:</b> Italian Level 4			
<b>Theme:</b> Lezione 16 E dopo la laurea?			
<b>Essential Questions:</b> How do we express emotions, doubts, and beliefs about events in the past? What is the work market like for young Italian people? What are the origins of the Italian language? What is the importance of Florence and the Italian language?			
<b>Content :</b> (as a result of this learning segment, students will know...)  <ul style="list-style-type: none"> <li>• Vocabulary for Chapter 16</li> <li>• Imperfect Subjunctive</li> <li>• Past Perfect Subjunctive</li> <li>• Sentences introduced by “se”</li> <li>• Past Conditional</li> <li>• Culture: Florence,</li> <li>• Origins of the Italian language</li> </ul>	<b>Skills:</b> ( <i>As a result of this learning segment, students will be able to do...</i> )  <ul style="list-style-type: none"> <li>• Talk about job prospects and qualifications</li> <li>• Express emotions, thoughts, and opinions about the past</li> <li>• Describe hypothetical situations</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Homework</li> <li>• Oral and Written Work</li> <li>• Quiz and Tests</li> <li>• Teacher prepared documents</li> <li>• Cooperative Learning</li> <li>• Section tests</li> <li>• Marking period tests</li> <li>• Collaborative group evaluations</li> <li>• Research papers/essays</li> <li>• Power point presentations</li> <li>• Internet/Library research</li> <li>• Cross curriculum learning</li> </ul>	<b><u>Standards (NJSL)</u></b> 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10  <b><u>Technology Standards:</u></b> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5

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			<p><b><u>Time Frame:</u></b>          15-20 days</p>
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<b>CONTENT:</b> Italian Level 4			
<b>Theme:</b> Lezione 17 In cerca di un appartamento			
<b>Essential Questions:</b> How do we compare people, places, and things? Talking about what you are/were doing.		What are some important Italian newspapers? What role does Italy play in the European community?	
<b>Content :</b> (as a result of this learning segment, students will know...)  <ul style="list-style-type: none"> <li>• Vocabulary for Chapter17</li> <li>• Comparison of Equality</li> <li>• Comparison of Inequality</li> <li>• Present Progressive</li> <li>• Past progressive Adverbs of time, place,and quantity</li> <li>• Culture: Italy and Europe</li> <li>• Discussing renting an apartment, its location, and cost</li> </ul>	<b>Skills:</b> ( <i>As a result of this learning segment, students will be able to...</i> )  <ul style="list-style-type: none"> <li>• Discuss renting an apartment, its, location, and costs</li> <li>• Compare people, places, and things</li> <li>• Describe rooms and their furnishings</li> <li>• Talk about what you are/were doing</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Homework</li> <li>• Oral and Written Work</li> <li>• Quiz and Tests</li> <li>• Teacher prepared documents</li> <li>• Cooperative Learning</li> <li>• Section tests</li> <li>• Marking period tests</li> <li>• Collaborative group evaluations</li> <li>• Research papers/essays</li> <li>• Power point presentations</li> <li>• Internet/Library research</li> <li>• Cross curriculum learning</li> </ul>	<b>Standards (NJSL)</b> 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10  <b><u>Technology Standards:</u></b> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5

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<b>CONTENT:</b> Italian Level 4			
<b>Theme:</b> Lezione 18 Abiti sempre in citta?			
<b>Essential Questions:</b> How do we compare people and things? How do we describe distinctive traits of people and things? What are some environmental problems in Italian cities?			
<p><b>Content :</b> (as a result of this learning segment, students will know...)</p> <ul style="list-style-type: none"> <li>• Vocabulary for Chapter 18</li> <li>• Superlatives</li> <li>• Irregular Comparative and Superlative forms</li> <li>• Verbs that require a preposition</li>   <li>• Culture: Vivere in Italia</li> </ul>	<p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Talk about advantages and disadvantages of city living</li> <li>• Discuss environmental problems</li> <li>• Talk about means of transportation</li> <li>• Compare people and things</li> <li>• Describe distinctive traits of people and things</li> </ul>	<p><b>Assessments:</b>(The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Homework</li> <li>• Oral and Written Work</li> <li>• Quiz and Tests</li> <li>• Teacher prepared documents</li> <li>• Cooperative Learning</li> <li>• Section tests</li> <li>• Marking period tests</li> <li>• Collaborative group evaluations</li> <li>• Research papers/essays</li> <li>• Power point presentations</li> <li>• Internet/Library research</li> <li>• Cross curriculum learning</li> </ul>	<p><b><u>Standards (NJSLs)</u></b>        7.1 IM. A 1-8, B 1-5, C 1-5        WHST.9-10.1-10        WHST.11-12.1-10        RH.9-10.1-10        RH.11-12.1-10</p> <p><b><u>Technology Standards:</u></b>        8.1.12.A.1        8.1.12.A.3        8.1.12.A.4        8.2.12.B.4        8.2.12.D.4        8.2.12.E.1</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b>        9.1.12.A.3        9.1.12.A.9        9.1.12.D.2        9.1.12.F.1        9.2.12.C.1        9.2.12.C.5</p>

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