

**Course:** *Italian 2*  
**Unit #:** *Unit 3 - Benessere (Healthy living)*

**Year of Implementation:** 2024-2025

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - List all content-specific standards that apply to this unit here
    - **Interpretive Mode of Communication (A)**
      - 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 of Communication (B)**

- • 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 of Communication (C)**

- • 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.

### ○ **21st Century Life & Career Standards**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- Standard 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Standard 9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy
  - Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
  - Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
- **Interdisciplinary Content Standards**
    - 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12;
    - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
    - NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
    - NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
  - **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:354.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <https://www.nj.gov/education/amistad/about/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to communicate with others in the target language about creating and maintaining a healthy lifestyle in order to establish cultural connections in a diverse society.

**As aligned with LRHSD Long Term Learning Goal(s):** Students will be able to independently use their learning to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present
- make connections with other disciplines by applying learning from language class to relevant situations in other classes
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

*EU 1*

- physical activity contributes to overall health and wellness. (A2,4,6,7; B1,2; C1,2,4,5)

*EU 2*

- lifestyle choices can positively and negatively affect physical and mental health. (A2,4,6,7; B1,2; C1,2,4,5)
- communicating health issues effectively is imperative to a healthy lifestyle. (A3,5; B1,3,4; C1,2,4,5)

Essential Questions

- How does lifestyle determine overall health?
- Why is it important to describe your overall health issues?

Knowledge

Skills

<p><i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> <li>● vocabulary and structures necessary to describe physical activities. (A1,2,4,8; B1,2,3; C1,2,5)</li> <li>● sports related vocabulary. (A1,2,4,8; B1,2,3; C1,2,5)</li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>● vocabulary related to the body. (A1,2,4,8; B1,2,3; C1,2,5)</li> <li>● vocabulary and structures necessary to describe physical and mental health. (A1,2,4,8; B1,2,3; C1,2,5)</li> <li>● vocabulary and structures to describe healthy eating and the Mediterranean diet. (A1,2,4,8; B1,2,3; C1,2,5)</li> <li>● vocabulary and structures needed to make suggestions on how to maintain a healthy lifestyle. (A1,2,4,8; B1,2,3; C1,2,5)</li> </ul>	<p><i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> <li>● identify activities beneficial to a healthy lifestyle. (A1,3,6,7; B1,2,4; C1,2,4,5)</li> <li>● discuss Italian contributions in the sports world. (A4,5,6; B1,2,5; C1,2,4,5)</li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>● identify and label parts of the body. (A1,2,4,8; B1,2,3; C1,2,5)</li> <li>● describe ailments and injuries. (A1,2,4,8; B1,2,3; C1,2,5)</li> <li>● compare and contrast positive and negative nutritional choices in the American and Mediterranean diet. (A1,2,4,6,7; B1,5; C1,2,4,5)</li> <li>● provide suggestions and advice on how to live a healthy lifestyle, both physically and mentally. (A1,2,4,6,7; B1,5; C1,2,4,5)</li> </ul>
<b>Stage Two - Assessment</b>	
●	
<b>Stage Three - Instruction</b>	

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) (A EU1, EU2)
- Categorize the different foods into the food groups. (A,M EU2)
- Students keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening to authentic resources. (A,M EU1, EU2)
- Listen to heritage speakers (and others) talk about their daily activities and routines. (A, M EU1, EU2)
- Authentic instructional online resources, e.g. EdPuzzle, Flipgrid. (M EU1, EU2)
- Students use a self-assessment checklist to assess goals from the year, collect evidence of their learning and post them to Google Classroom in order to showcase their progress. (M EU1, EU2)
- Express feelings about personal preferences (foods, food choices, daily routines and activities) (A, M, T EU1)
- Students engage in e-pal exchanges (<http://blog.flipgrid.com/news/gridpals>) with students in a target country comparing cultural practices, products and perspectives. (M,T, EU1, EU2)
- Listening to authentic audio in the target language. (M,T EU1)
- Interpretive assessments (identify cognates) (M,T EU1, EU2)
- Presentational assessments promoting healthy lifestyles and routines. (M,T EU1, EU2)
- Present students with a menu for review and interpretation. (M, T EU2)
- Student created menus. (T, EU2)
- Read meal plans and identify ways to make them healthier. (T EU1, EU2)
- Interpersonal assessments (interview your classmates about food preferences and daily routines) (T EU1, EU2)

## Pacing Guide

{This chart will be identical in all of the units for this course.}

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Viaggiamo (Let's travel): Marking Period 1	(34 days)
2	Prepariamoci (Let's get ready): Marking Period 2	(34 days)
3	Benessere (Healthy living): Marking Period 3	(34 days)
4	Nel passato (In the past): Marking Period 4	(34 days)

## Instructional Materials

*See appendix*



## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.