

Course: *Italian 2*
Unit #: *Unit 1 - Viaggiamo (Let's travel)*

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**

- **Interpretive (A)**

- • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

- **Interpersonal (B)**

- • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences

on topics related to self and targeted themes to express original ideas and information.

- • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational (C)

- • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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

- 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:35-4.36a) 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 travel planning and vacation activities 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

- transportation and accommodations vary based on geographic location and budget. (A1,2,4,8; B1,2,3; C1,2,5)
- personal interests and culture determine the various ways people spend their vacation. (A6,7; B2,3;C1,2,5)

EU 2

- utilizing the past tense allows for deeper communication. (A5,7; B2,4; C2,5)

Essential Questions

- How does travel teach us about cultures different from our own?
- How can past trips play a role in planning future trips?

Knowledge

Students will know . . .

EU 1

- vocabulary related to transportation and accommodations. (A1,2; B1,4; C1,2,5)
- vocabulary and structures needed to discuss vacation destinations, traveling and travel needs. (A1,2; B1,4; C1,2,5)

Skills

Students will be able to. . .

EU 1

- identify, describe, and express preferences regarding travel destinations. (A1,2,4,5,6,7; B1,2; C1,2,4,5)
- identify and describe various types of accommodations. (A1,2; B1,4; C1,2,5)

- vocabulary and structures related to personal preferences. (A1,2; B1,4; C1,2,5)

EU 2

- structures to discuss past events. (A2,5,7; B3; C1,2,4,5)
- expressions of time in the past. (A1,2; B1,4; C1,2,5)

EU 2

- discuss activities in the past, focusing on travel. (B1,2,4,5; C1,2,4,5)

Stage Two - Assessment

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Stage Three - Instruction

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, EU3)
- Create a graphic organizer of the various types of vacations, etc. (A EU1)
- Organize what activities you would do on vacation. (A EU1, EU2)
- Categorize colloquial expressions and idioms. (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)
- Create a venn diagram comparing and contrasting the cultural products, practices, and perspectives. (M EU1)
- 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)
- Present students with a vacation itinerary for review and interpretation. (M, T EU1)
- Authentic instructional online resources, e.g. EdPuzzle, Flipgrid. (M EU1, EU2)
- Express feelings about personal preferences (vacation activities, vacation locations) (A, M, T, EU1, EU2)
- 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/songs in the target language. (M,T EU1, EU2)
- Interpretive assessments (M,T EU1, EU2)
- Presentational assessments on the different vacation destinations. (M,T EU1, EU2)
- Student created trip itineraries. (T, EU1)
- Interpersonal assessments (interview your classmates about trips) (T EU1, EU2)

Pacing Guide

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

Unit #	Title of Unit	Approximate # of teaching days
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.