



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Italian III
Grades 9-12

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 28, 2025



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Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Asst. Superintendent of Curriculum and Instruction

Curriculum Developed By:
Dr. Norman Francis ~ Principal Jonathan Dayton High School
Candice Schiano ~ Supervisor of Humanities
Josephine Cioffi ~ Italian Teacher



Springfield Public Schools

Cultivating compassionate and extraordinary learners!

**EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK**

Resolution: 23

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Rinaldi

Adopted: July 28, 2025

Curriculum Update

To approve the following curriculum revisions:

- a. Middle School
 - i. Grade 6 Social Studies
 - ii. Grade 7 Social Studies
 - iii. Grade 8 Social Studies
- b. High School
 - i. Italian I
 - ii. Italian II
 - iii. Italian III
 - iv. Italian IV

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 28, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 29th day of July 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary

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Unit Overview Template

Content Area:	Italian 3	Grade Level:	10-12	Unit Title:	Sentirsi bene
Unit Summary: Students will... • Recognize the importance of staying fit and healthy • Broaden cultural knowledge of the “Le Marche” region • Demonstrate proficiency in talking about health • Create dialogues and have oral presentations using proper grammar and vocabulary • Compare and contrast cultural products associated with alternative medicine in Italy and in the US • Demonstrate conversational strategies to talk about daily routine. • Recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle					
Primary Interdisciplinary Connections: Health, English, Social studies, Physical Ed.					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: This unit will talk about health and wellness and how it varies across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports, physical activities, and common health conditions/problems and remedies.)					
Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.					

Learning Targets

Standards	7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSENT.2; 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2; SEL.PK-12.5.2
Content Statements:	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) Due to globalization and advances in technology, the products and practices of a culture change over time, and may impact cultural perspectives.
CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.



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7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts on one's own behavior.
SEL.PK-12.5.2	Recognize the importance of self confidence in handling daily tasks and challenges.

Unit Essential Questions:

- How do you behave in a social situation using the Italian language?
- How do you describe psychological and physical characteristics?
- How do you express actions in the past?
- How do you recognize cognates in English and Italian?
- How do you talk about health issues in Italian?

Unit Enduring Understandings:

- There are specific social formulas (greetings/expressions) that facilitate communication in a target language.
- There are a rich variety of adjectives supporting the description of characteristics.
- There are regular, future, and irregular future/stems referring to the past.
- There are words of Latin root that are similar in English and Italian.

Unit Learning Targets:

Students will be able to...

- interact orally in a number of daily life and social /schools activities by obtaining and providing information, express opinions, preferences and emotions
- use a variety of adjectives and expressions to provide information about physical and psychological characteristics
- use verbs in the future tense



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- recognize vocabulary related to the body and health
- scan for cognates
- use new vocabulary in conversations
- use conversational strategies related to going to visit a doctor



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Evidence of Learning

Summative assessment Oral conversations, traditional test, teacher made quizzes, one on one oral, group presentation, research based projects

Equipment need Laptop, projector, Internet, Italian videos, movie clips, textbook, workbook

Teacher resources: Prego textbook, Internet, newspapers and magazines online, conjuguemos.com, SuperCiao, LinkIt!

Formative Assessments:

Students will be assessed on: class participation, teacher led the questioning, class work assignments, tests, quizzes and projects.



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Lesson Plans

Lesson	Time Frame
Lesson 1 Sentirsi bene- all'ospedale- vocaboli, espressioni e verbi. Lettura: Oh dottore che dolore!	12 days
Lesson 2 Pronomi tonici and comparatives	10 days
Lesson 3 Describe, compare and discuss daily activities, people, things, characters from film and videos	12 days
Teacher Notes: Use the main textbook PREGO as a guide. Also use AVVENTURE IN CITTA'. Use the Prego website for exercises and listening comprehension.	
Curriculum Development Resources/Technology Resources: mhhe.com/prego7, Conjuguemos.com, La repubblica-National newspapers, LinkIt!, SuperCiao	



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Lesson Plan 1 Template

Content Area: Italian 3 **Lesson Title:** Sentirsi bene **Time Frame:** 12 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Science, English

Integration of Technology:

Students will use ipads to research and complete projects on PowerPoint or “Imovies”, listening and reading comprehension.

Students will use Conjugemos to practice vocabulary and verbs.

LinkIt! will be used for assessment purposes.

Equipment Needed: textbook, workbook, reading materials , computer, projector, Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain the differences between formal and informal ways of conversing with people ● Compare colloquial speaking and formal speaking ● Use vocabulary according to the situation ● Use vocabulary words and expressions to converse ● Use vocabulary and expressions learned to write dialogues, narrate or describe	Lesson Sequence ● Teacher will introduce reading about a doctor’s visit. ● Class will participate in role playing. ● Students will watch segments from different movies/videos. ● Students will write and perform scripts in different types of situations using verbs like essere, avere and the past participle. ● Students will practice the agreement between adjectives, articles and nouns in gender and number.	● Students will be assessed on class participation and performance. ● Students will be assessed through teacher led questioning. ● Students will be assessed on class work. ● Students will be assessed on assignments ● Students will be assessed on tests, quizzes and projects.
Differentiation:		



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Students engage in further study using varied materials based on readiness and learning style. Students work on varied assignments at varied levels of complexity and pacing.

Resources Provided: textbook, computer, projector, Internet, reading materials in Italian, videos and movie clips



Lesson Plan 2 Template		
Content Area: Italian III	Lesson Title: Comparativi e pronomi tonici	Time Frame: 10 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: English, Social Studies		
Integration of Technology: laptops, Internet, podcasts, Italian grammar websites		
Equipment Needed: textbook, laptops, videos, headphones, projector, paper, board, projector, iPads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain the difference between comparatives. ● Be able to compare and contrast people, activities, and sports. ● Compare using new vocabulary words and adjectives learned. ● Students will be able to use the comparative to persuade.	Lesson Sequence ● Class will participate in role playing. ● Students will watch segments from different videos in which the different pronouns and verb conjugations are used. ● Students will write and perform scripts in different types of situations. (Formal/informal) ● Students will learn how to use comparatives. ● Students will differentiate when to use formal or informal pronouns, and verb conjugation.	● Students will be assessed on class participation and performance. ● Students will be assessed through teacher lead questioning. ● Students will be assessed on class work assignments. ● Students will be assessed on tests, quizzes and projects.
Differentiation:		



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Students engage in further study using varied materials based on readiness and learning style. Students work on varied assignments at varied levels of complexity and pacing.

Resources Provided:

copies, textbook, laptop, headphones

Websites such as www.mhhe.com/prego7, Superciao, and conjuguemos.com, LinkIt!



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Lesson Plan 3 Template

Content Area: Italian III **Lesson Title:** Dal dottore **Time Frame:** 6 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy

☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy

☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: English/Health

Integration of Technology:

Use of laptops, Internet, podcasts, videos and projector to study and implement vocabulary and grammar in sentences or brief dialogues.

Equipment Needed: Textbook, laptops, videos, headphones, board, projector, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn vocabulary and proper forms to conduct a conversation according to the situation. - Students will identify rules of conversation in a specific setting. In a hospital or/and in a doctor's office. - Communication and use expressions or idioms related to medical problems.	- Teacher will introduce strategies to start, end, and continue a conversation. - Students use strategies to agree, disagree with the listener, or get more information about a specific topic. - Class will participate in role playing. - Students will watch segments from different movies/videos in which expressions and idioms are used. - Students will write and perform scripts in different types of situations.	- Students will be assessed on class participation and performance. - Students will be assessed through teacher lead questioning. - Students will be assessed on class work assignments. - Students will be assessed on tests, quizzes and projects.



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Differentiation: Students engage in further study using varied materials based on readiness and learning style. Students work on varied assignments at varied levels of complexity and pacing.

Resources Provided: Copies, textbook, laptop, headphones, projector, board
Websites such as www.mhhe.com/prego7, conjuguemos.com, SuperCiao, LinkIt!



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Italian III	Grade Level: 10-12	Unit Title: Dal dottore
Created: Josephine Cioffi	Board Approved on:	



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Unit Overview Template

Content Area: Italian 3 **Grade Level:** 10-12 **Unit Title:** Buon viaggio

Unit Summary:

In this unit students will discuss trips and vacations.

- Students will practice how to make reservations, how to talk about activities they will do.
- Students will learn vocabulary about restaurants and food; learn how to order and pay bills.
- They will learn about Italian food, and lodging in hotels or "alberghi."
- Students will learn how to express preferences in a variety of topics, and they will learn basic vocabulary related to vacation and make reservations.
- Students will also recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle.

Primary Interdisciplinary Connections: English, Social Studies, Science

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: Observe and research places in Italy and make reservations. Understand how to budget for travel, food, lodging and shopping while understanding Italian culture and traditions. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.) The amount of leisure time available and how it is spent varies among different regions of Italy.

Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Learning Targets

Standards: 7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSNT.2;
 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2;
 SEL.PK-12.5.2

Content Statements: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) Due to globalization and advances in technology, the products and practices of a culture change over time, and may impact cultural perspectives.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.



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7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts on one's own behavior.
SEL.PK-12.5.2	Recognize the importance of self confidence in handling daily tasks and challenges.

Unit Essential Questions:

- How do people spend leisure time in Italy and how does it compare to the US?
- What are the most popular, well known products of culture in different regions of Italy?
- What are some of the expressions, vocabulary to use in making reservations for hotels and restaurants?
- What are some of the typical Italian dishes?
- How do you express actions that are yet to come?
- How do you express preferences in activities, food, art, traveling, etc.?

Unit Enduring Understandings:

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.

Unit Learning Targets:

Students will...

- learn different forms of entertainment.
- become familiar with ingredients and foods in Italy.
- learn what to ask when making a phone or online reservation.
- learn how to use the future tense.



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- learn basic vocabulary related to travel.



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Evidence of Learning

Summative Assessment:

- Students will be assessed on class participation
- Students will be assessed through teacher lead questioning
- Students will be assessed on class work assignments
- Students will be assessed on tests and quizzes

Equipment Needed:

Textbook, laptops, videos, movie clips and headphones,

Teacher Resources: Laptop, projector

www.mhhe.com/prego8

Film on youtube: showing touristic places and other parts Italy

SuperCiao

Formative Assessments:

Students will be assessed on: class participation, teacher led the questioning, class work assignments, tests, quizzes on LinkIt! and projects.



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Lesson Plans

Lesson	Time Frame
Lesson 1 Sentirsi bene-all'ospedale-	8 days
Lesson 2 Pronomi tonici and comparatives	5 days
Lesson 3 Describe and compare daily activities	6 days

Teacher Notes: Teacher will emphasize writing and oral tasks. In class composition and oral presentation will be part of the grade.

Curriculum Development Resources/Technology Resources:

www.mhhe.com/prego7, SuperCiao, projector, yahoo Italia, movie clips, LinkIt!



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Lesson Plan 1 Template

Content Area: Italian III **Lesson Title:** Sentirsi bene **Time Frame:** 8 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

English, Social Studies and Science

Integration of Technology:

Students will use computers to watch videos, write dialogues and study from the following websites: mhhe.com/prego7, conjuguemos.com, Teacher will also use computer and projector, LinkIt!

Equipment Needed: Board, text books, computer, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the differences between formal and informal ways of conversing with people • Compare colloquial speaking and formal speaking • Use vocabulary according to the situation • Use vocabulary words and expressions to converse • Use vocabularies and expressions learned to write dialogues, narrate or describe	Lesson Sequence: • Teacher will introduce reading about a doctor's visit. • Class will participate in role playing. • Students will watch segments from different movies/videos. • Students will write and perform scripts in different types of situations using proper tenses. • Students will practice the agreement between adjectives, articles and nouns in gender and number.	• Students will be assessed on class participation and performance. • Students will be assessed through teacher led questioning. • Students will be assessed on classwork and assignments. • Students will be assessed on tests, quizzes and projects.
Differentiation: Students may engage in further study using a variety of material based on readiness and learning styles. Students may work on varied assignments at various levels of complexity and pacing.		



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Resources Provided:

handouts, textbook, laptop, headphones

Websites such as Conjuguemos.com, www.mhhe.com/prego7, SuperCiao



Lesson Plan 2 Template

Content Area: Italian III **Lesson Title:** Comparativi- **Time Frame:** 6 days

Lesson Components

21st Century Themes

X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy

X Civic Literacy Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy

X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English/Social Studies

Integration of Technology: laptops, Internet, podcasts, Italian grammar sites

Equipment Needed: textbook, laptops, videos, headphones, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain the difference between comparatives ● Be able to compare and contrast people, activities, and sports ● Compare using new vocabulary words and adjectives learned ● Students will be able use the comparative to persuade	Lesson Sequence: ● Class will participate in role playing. ● Students will watch segments from different videos in which the different pronouns and verb conjugations are used. ● Students will write and perform scripts in different types of situations. (Formal/informal) ● Students will learn how to use comparatives of equality and relative superlatives. ● Students will differentiate when to use formal or informal pronouns, and verbs conjugation.	● Students will be assessed on class participation and performance. ● Students will be assessed through teacher led questioning. ● Students will be assessed on class work. assignments. ● Students will be assessed on tests, quizzes and projects.
Differentiation: Students may engage in further study using varied materials based on readiness and learning style. Students may work on varied assignments at varied levels of complexity and pacing.		
Resources Provided: textbook, laptop, headphones, www.mhhe.com/prego7 , SuperCiao		



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Lesson Plan 3 Template

Content Area: Italian III **Lesson plan:** Dal dottore **Time Frame:** 6 Days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Biology, English, Health

Integration of Technology:

laptops, Internet, podcasts, videos, and vocabulary/grammar websites

Equipment Needed:

textbook, laptops, videos, headphones, copies, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will learn: • Vocabulary and proper forms to conduct a conversation according to the situation. • Rules of conversation in a specific setting such as, in a hospital or in a doctor's office.	Lesson Sequence: • Teacher will introduce strategies to start, end, and continue a conversation. • Students use strategies to agree, disagree with the listener, and get more information about a topic. • Class will participate in role playing. • Students will watch segments from different movies, videos in which expressions and idioms are used. • Students will write and perform scripts in different types of situations.	• Students will be assessed on class participation and performance. • Students will be assessed through teacher led questioning. • Students will be assessed on class work assignments. • Students will be assessed on tests, quizzes and projects.
Differentiation: Students engage in further study using varied materials based on readiness and learning style. Students work on varied assignments at varied levels of complexity and pacing.		
Resources Provided: Copies, textbook, laptop, headphones, www.mhhe.com/prego7 , conjuguemos.com, SuperCiao, LinkIt!		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Italian III	Grade Level: 10-12	Unit Title: Dal dottore
Created: Josephine Cioffi	Board Approved on:	



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Unit Overview Template

Content Area: Italian III **Grade Level:** 10-12 **Unit Title:** Viaggio-vacanze

Unit Summary:

In this unit students will discuss trips and vacations. Students will practice how to make reservations, how to talk about activities they will do. Students will learn vocabulary about restaurants and food, learn how to order and pay a bill. They will learn about Italian food and lodging in hotels or "alberghi." Students will learn how to express preferences in a variety of topics, and they will learn basic vocabulary related to vacations and make reservations. Students will also recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle.

Primary Interdisciplinary Connections: Technology, Social Studies, and Art

21st Century Themes ✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ ICT Literacy
 ✗ Information Literacy ✗ Life and Career Skills ✗ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Observing and researching places in Italy. Make reservations, understand how to budget for travel, food, lodging and shopping while understanding Italian culture and traditions. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.) The amount of leisure time available and how it is spent varies among different regions of Italy.

Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Learning Targets

Standards 7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSNT.2; 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2; SEL.PK-12.5.2

CPI#: **Cumulative Progress Indicator (CPI):**

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.



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7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1 SEL.PK-12.3.2 SEL.PK-12.5.2	Recognize one's feelings and thoughts. Recognize the impact one's feelings and thoughts on one's own behavior. Recognize the importance of self confidence in handling daily tasks and challenges.

Unit Essential Questions:

How do people spend leisure time in Italy and how is it compared to the US?
 What are the most popular/well known products of culture in different countries?
 What are some of the expressions/vocabulary to use in making reservations for hotels and restaurants?
 What are some of the typical Italian dishes?
 How do you express actions that are yet to come?
 How do you express preferences in activities, food, art, traveling, etc.?

Unit Enduring Understandings:

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

Unit Learning Targets:

Students will...

- Explore different forms of entertainment
- Become familiar with ingredients/foods in Italy
- Learn what to ask when making a phone or on line reservation
- Learn how to use the future tense
- Learn basic vocabulary related to travel



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Evidence of Learning

Summative Assessment:

- Students will be assessed on class participation.
- Students will be assessed through teacher led questioning.
- Students will be assessed on class work assignments.
- Students will be assessed on tests and quizzes.

Equipment needed:

textbook, laptops, videos, and headphones, movie clips,
laptop, projector, SuperCiao
[www. mhhe.com/prego8](http://www.mhhe.com/prego8)

Teacher resources:

you tube videos (showing touristic places and other parts Italy and movie clips)

Formative Assessments:

Students will be assessed on: class participation, teacher led the questioning, class work assignments, tests, quizzes on LinkIt! and projects.



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Lesson Plans

Lesson	Time Frame
Lesson 1 programmi per l'estate-summer plan	5 days
Lesson 2 uso del futuro-use of the future	7 days
Lesson 3 Plurali irregolari- irregular plurals	6 days

Teacher Notes: An account of daily activities during summer both in oral and written form

Curriculum Development Resources/Technology Resources:

mhhe.com/prego7, Conjuguemos.com, La repubblica-National newspapers, SuperCiao, LinkIt!



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Lesson Plan 1 Template

Content Area: Italian III **Lesson Title** Programmi per l'estate/summer plans **Time Frame:** 5 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: History/English/Music/Geography

Integration of Technology: Students will use computers to watch videos, research information, prepare presentations, write dialogues, etc.

Equipment Needed: laptop with Internet access, projector, and headphones.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn vocabulary and expressions related to traveling to Italian cities. - Discuss how to make reservations. - Use vocabulary needed in order to reserve a hotel room/s, a table to a restaurant etc.	Lesson Sequence - Read about and research places to stay and visit. - Analyze photographs through various levels of questioning. - Tap students' prior knowledge by briefly and generally discussing monuments and places to see in Italy. - Discuss preferences about places to stay, places to visit, and places to eat. - Role-play different possible situations in making reservations.	- Students will be assessed on class participation and performance. - Students will be assessed through teacher led questioning. - Students will be assessed on classwork assignments. - Students will be assessed on tests, quizzes and projects.
Differentiation: Students engage in further study using varied materials based on readiness and learning style. Students work on varied assignments at varied levels of complexity and pacing.		
Resources Provided: handouts, textbook, laptop, headphones Websites such as www.mhhe.com , prego, conjuguemos.com, yahoo Italia, SuperCiao		



Lesson Plan 2 Template		
Content Area: Italian 3	Lesson Title: Uso del futuro	Time Frame: 7 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: English		
Integration of Technology: laptops, Internet, podcasts		
Equipment Needed: textbook, laptops, videos, headphones, iPads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use verbs the regular and irregular future tense. • Practice dialogue dealing with summer activities. • Use the future of probability. • Listen for useful expressions. • Organize information chronologically and by category. • Interact by expressing approval, disapproval, or astonishment.	Lesson Sequence • Introduction of transitional words. • Introduction of vocabulary to discuss activities that are taking place at the moment of speaking. • Create dialogues using vocabulary and expressions in the lesson. • Present the dialogues to the rest of the class. • Students will write sentences explaining what was happening while an action was taking place. • Students will practice listening and comprehension using the audio program provided with the textbook.	• Students will be assessed on class participation and performance. • Students will be assessed through teacher lead questioning. • Students will be assessed on class work assignments. • Students will be assessed on tests, quizzes and projects.



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Differentiation: Students may engage in further study using varied materials based on readiness and learning style. Students may work on varied assignments at varied levels of complexity and pacing.

Resources Provided: handouts, textbook, laptop, headphones

Websites such as www.mhhe.co/prego7, LinkIt!, SuperCiao, you tube videos/movie clips, songs



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Lesson Plan 3 Template

Content Area: Italian III **Lesson Title:** Plurali irregolari **Time Frame:** 5 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English and Social Studies

Integration of Technology: Students will use computers to watch videos, write dialogues, etc.

Equipment Needed: Laptop with Internet access, projector, headphones, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Make a detailed reservation using role-play both in writing and orally. • Listen and understand passages and dialogues dealing with making reservations and planning a vacation.	Lesson Sequence • Divide class into small groups to research famous paintings. • Students discuss the structure of collected information for the preparation of presentation. • Students present the research to the rest of the class. • Students will use of Italian vocabulary to write a dialogue related to reserving a room. • Students will review terms that relate vacation, travel and making a reservation.	• Students will be assessed on class participation and performance. • Students will be assessed through teacher led questioning. • Students will be assessed on class work assignments. • Students will be assessed on tests, quizzes and projects.

Differentiation:

Students may engage in further study using varied materials based on readiness and learning style.
 Students may work on varied assignments at varied levels of complexity and pacing.



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Resources Provided: handouts, textbook

Online website of current events: Videoteca- camera con vista • www.mhhe.com/prego8, SuperCiao



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Italian III	Grade Level: 10-12	Unit Title: Plurali irregolari
Created: Josephine Cioffi	Board Approved on:	



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Unit Overview Template

Content Area: Italian III	Grade Level: 10-12	Unit Title Fare le spese/ spesa-shopping and food shopping
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Unit Summary: In this unit students will discuss shopping and food shopping. Students will practice vocabulary and expressions dealing with shopping and food shopping. Students will practice original and guided dialogues related to food shopping and shopping. Students will learn how to express preferences in a variety of topics, and they will learn basic vocabulary related to food, clothes and related items. Students will also recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle.

Primary Interdisciplinary Connections: ELA

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy

✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Learning Targets

Standards: 7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSNT.2; 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2; SEL.PK-12.5.2

Content Statements: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.

Being able to view one's own culture through the lens of others assists in understanding global

CPI#:	Cumulative Progress Indicator (CPI):
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7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSENT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1, HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts on one's own behavior.
SEL.PK-12.5.2	Recognize the importance of self confidence in handling daily tasks and challenges.

Unit Essential Questions:

- How can one request food and clothing from different types of stores?
- How do these practices compare to other cultural forms?
- How do you tell someone what to do?
- How do you talk about chores and obligations?
- How do you categorize information?

Unit Enduring Understandings:

- Students will learn how to:
- listen sympathetically.
- give advice.
- activate associated knowledge.
- use impersonal expressions.



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- compare and contrast to make strong descriptions.

Unit Learning Targets:

- Students will learn how to: request food and clothes.
- use the comparative in different forms of speaking and writing.
- give and receive requests.



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Evidence of Learning	
Summative Assessment:	conversations, traditional tests, tests online, group presentation, research based projects
Equipment Needed:	projector, laptop, headphones, board
Teacher Resources:	textbook teacher's edition, laptop, Internet access, films, video clips
Formative Assessments: Students will be assessed on: class participation, teacher led the questioning, class work assignments, tests, quizzes on LinkIt! and projects.	



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Lesson Plans

Lesson	Time Frame
Lesson 1: La boutique e il mercato/different places to shop	7 days
Lesson 2 Use of ne, ci and the double pronouns	5 days
Lesson 3 l'imperativo regolare e irregolare	5 days

Teacher Notes:

Emphasis will be placed on oral and listening comprehension.

Curriculum Development Resources/Technology Resources:

computers, videos, textbooks, school sponsored websites, conjuguemos.com, mhhe.com/prego7, Superciao, LinkIt!



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Lesson Plan 1 Template

Content Area: Italian III **Lesson Title:** la boutique e il mercato **Time Frame:** 7 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, English, Computer Science, Health

Integration of Technology: Students will use computers to watch videos, write dialogues, study vocabulary, create presentations, LinkIt!.

Equipment Needed: laptop with Internet access, projector, and headphones, textbook, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss food shopping and shopping for clothes, using new vocabulary in context. - Discuss daily routines and eating habits among culture - Compare stores and malls - Utilize vocabulary and expressions in the target language to use in different types of shops and stores	Lesson Sequence - Class will participate in role playing. - Students will complete activities in the textbook. - Students will use new vocabulary to write dialogues in situations related to the topic.	- Students will be assessed by class participation and performance. - Students will be assessed through teacher led questioning. - Students will be assessed on classwork assignments. - Students will be assessed on tests, quizzes and projects.
Differentiation: Students engage in further study using varied materials based on readiness and learning style. Students work on varied assignments at varied levels of complexity and pacing.		
Resources Provided: handouts, textbook, laptop, headphones, Websites such as www.mmhhe.com/prego7.quia.com , conjuguemos.com , SuperCiao		



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Lesson Plan 2 Template

Content Area: Italian III **Lesson Title:** ci,ne, double pron **Time Frame:** 5 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English, Social Studies, Art

Integration of Technology: Students will use computers to write dialogues, watch and discuss video

Equipment Needed: laptop with Internet access, projector, headphones and iPads.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will - Students will be able to carry a conversation related to food of Italy - Be introduced to some cultural aspects dealing with food shopping and shopping. - Compare and contrast the food of Italy to that of the US and New Jersey - Be introduced to traditional Italian dishes	Lesson Sequence - Students will discuss activities related to travel and planning. - Students will research and discuss places to stay and places to visit. - Students will discuss traditional and non-traditional food of Italy. - Students will listen to, and write dialogues dealing with requesting service in a particular store or shop. - Students will converse about prices, quality and sizes. - Students will use the pronoun ne, ci and the double pronouns.	- Students will be assessed on class participation and performance. - Students will be assessed through teacher led questioning. - Students will be assessed on classwork assignments. - Students will be assessed on tests, quizzes and projects.



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Differentiation: Students may engage in further study using varied materials based on readiness and learning style Students may work on varied assignments at varied levels of complexity and pacing.

Resources Provided: copies, textbook, laptop, headphones

Websites such as www.mhhe.com/prego7, SuperCiao, Conjuguemos.com, LinkIt!



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Lesson Plan 3 Template

Content Area: Italian III **Lesson Title:** Command Forms **Time Frame:** 5 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English and Social Studies

Integration of Technology: laptops, Internet, podcasts, LinkIt!

Equipment Needed: textbook, laptops, videos, headphones, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will • Give orders and be able to demand certain items related to foods or clothing • Be introduced and utilize new vocabulary pertaining to food • Utilize familiar command forms and negatives	Lesson Sequence • Students will respond to comprehension questions after reading information about the topic. • Students will create posters illustrating the ways to stay healthy. • Students will create dialogues discussing the topic and using new vocabulary in context. • Students will practice activities in the textbook. • Students will practice pronoun placement. • Students will practice commands and placement of pronouns with affirmative commands. • Listen to dialogues from Prego website and create original dialogues.	• Students will be assessed on class participation and performance. • Students will be assessed through teacher led questioning. • Students will be assessed on classwork, assignments, quizzes and tests.
Differentiation: Students may engage in further study using varied materials based on readiness and learning style. Students may work on varied assignments at varied levels of complexity and pacing.		



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Resources Provided: Copies, textbook, laptop, headphones
Websites such as www.mhhe.com/prego7, conjuguemos.com, SuperCiao, LinkIt!



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Italian III	Grade Level: 10-12	Unit Title: Il mercato
Created: Josephine Cioffi	Board Approved on:	



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GLOBAL SKILLS

Unit Overview Template

Content Area: Italian III **Grade Level:** 10-12 **Unit Title:** Cercare una casa

Unit Summary: In this unit students will research and discuss houses, apartments and places to live. Students will be able to name and explain various rooms in the house or apartment. Expressions, vocabulary and verbs related to the house will be discussed dealing with shopping and food shopping. Students will practice original and guided dialogues related to food shopping and shopping. Students will learn how to express preferences in a variety of topics, and they will learn basic vocabulary related to food, clothes and related items. Students will also recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle.

Primary Interdisciplinary Connections: ELA

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: This unit will identify the amount of leisure time available and how it is spent varies among cultures.

Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Learning Targets

Standards: 7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSNT.2;
 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2;
 SEL.PK-12.5.2

Content Statements: Many products and practices related to home and communities are shared across cultures; others are culture-specific.
 The amount of leisure time available and how it is spent varies among cultures.
 Current trends and issues influence popular culture.

CPI#: **Cumulative Progress Indicator (CPI):**

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.



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9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts on one's own behavior.
SEL.PK-12.5.2	Recognize the importance of self confidence in handling daily tasks and challenges.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts on one's own behavior.
SEL.PK-12.5.2	Recognize the importance of self confidence in handling daily tasks and challenges.
Unit Essential Questions: - How do people spend leisure/recreational time in Italy and other countries? - How does technology affect/change the use of free time?	
Unit Enduring Understandings: - The use of leisure time varies from culture to culture. - Technology changes social and cultural practices.	
Unit Learning Targets: Students will... Learn vocabulary and expressions related to the house. Know how to give an oral presentation related to the house or apartment. Students will recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle.	



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GLOBAL SKILLS

Evidence of Learning

Summative Assessment: 18 days

Teacher prego website, quia.com, conjuguemo, textbook, videos

Resources:

Formative Assessments:

Students will be assessed on: class participation, teacher led the questioning, class work assignments, tests, quizzes on LinkIt! and projects.



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GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 casa /abitazioni	6 days
Lesson 2 i giovani e la casa /pronomi	6 days
Lesson 3 cercasi casa-appartamenti	6 days

Teacher Notes:

Students will build a house of their dreams and explain to the class what furniture there is in every room and three activities can be done in each room.

Curriculum Development Resources/Technology Resources:

computer, school sponsored websites, textbooks, Italian films, Italian newspaper online, SuperCiao, LinkIt!, Prego website



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GLOBAL SKILLS

Lesson Plan 1 Template

Content Area: Italian III **Lesson Title:** casa/abitazioni **Time Frame:** 6 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Geography, Architecture, History, English

Integration of Technology: laptops, Internet, podcasts

Equipment Needed: textbook, laptops, videos, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Research housing problems for young people • Describe the city or town where they live • Ask and give directions • Make suggestions • Utilize the infinitive pronoun and adjectives in phrases and sentences • Describe pictures of house/s in Italy	Lesson Sequence • Teacher will introduce vocabulary related to city/town/rural life. • Students will be able to describe rooms and activities done in each part of the house. • Students will discuss ways to get to know the city/town. • Students build their dream house and talk about it in a presentation. • Students will create original dialogues related to the house. • Students will present the dialogues to the class.	• Students will be assessed on class participation and performance. • Students will be assessed through teacher led questioning. • Students will be assessed on classwork assignments. • Students will be assessed on tests, quizzes and projects.
Differentiation: Students engage in further study using varied materials based on readiness and learning style. Students work on varied assignments at varied levels of complexity and pacing.		
Resources Provided: handouts, textbook, laptop, headphones, websites such as www.mhheprego.com/prego8 , SuperCiao, LinkIt!		



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GLOBAL SKILLS

Lesson Plan 2 Template

Content Area: Italian III **Lesson Title:** I giovani e la casa **Time Frame:** 6 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Geography, Architecture, Art, History

Integration of Technology: Laptops, Internet, podcasts, listening and speaking activities

Equipment Needed: textbook, laptops, videos, headphones, ipads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will be able to: - Research housing problems for young people - Describe the city or town where they live - Ask and give directions - Make suggestions - Use the infinitive pronoun and adjectives, use the polite command form - Describe pictures	Lesson Sequence - Teacher will introduce readings related to the topics. - Students will compare hotels in housing in Italy and the U.S. - Students will listen to audio programs in order to practice listening and comprehension. - Students will describe rooms in the house using different kinds of descriptive words. - Students will compare related details. - Students will complete activities in the textbook. - Students will use new vocabulary and grammar in context.	- Students will be assessed on class participation and performance. - Students will be assessed through teacher led questioning. - Students will be assessed on classwork assignments. - Students will be assessed on tests, quizzes and projects.

Differentiation:

Students engage in further study using varied materials based on readiness and learning style. Students work on varied assignments at varied levels of complexity and pacing.

Resources Provided: handouts, textbook, laptop, headphones, ipads



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Websites such as www.mhhe.com/prego8, Superciao, LinkIt!



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GLOBAL SKILLS

Lesson Plan 3 Template

Content Area: Italian III **Title of lesson:** Cercasi casa o appartamento **Time Frame:** 6 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English, Social Studies, Art

Integration of Technology: computers to watch videos, write dialogues, study vocabulary and practice grammar

Equipment Needed: Laptop with Internet access, projector, iPads, and headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn vocabulary related to searching for an apartment or house - Ask and give opinions - Use the comparative and superlative of adjectives - Interpret feelings and values of others - Analyze and draw conclusions about problems or leisure time related to housing	Lesson Sequence - Teacher will introduce vocabulary related to a house, apartment and other places to live. - Students will practice asking and giving advice while shopping. - Students will discuss ways to spend, and save money. - Students will describe their homes. - Students will make original dialogues. - Students will present the dialogues to the class.	- Students will be assessed on class participation and performance. - Students will be assessed through teacher led questioning. - Students will be assessed on classwork assignments. - Students will be assessed on tests, quizzes and projects.
Differentiation: Students may engage in further study using varied materials based on readiness and learning style. Students may work on varied assignments at varied levels of complexity and pacing.		
Resources Provided: handouts, textbook, laptop, headphones, websites such as www.mhhheprego.com/prego8, SuperCiao, LinkIt!		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Italian III	Grade Level: 10-12	Unit Title: Cercare una casa
Created: Josephine Cioffi	Board Approved on:	



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GLOBAL SKILLS

Unit Overview Template

Content Area: Italian III **Grade Level:** 10-12 **Unit Title:** Ci siamo perduti

Unit Summary: In this unit students will learn vocabulary and expressions related to renting an apartment in Italy or the United States. Students will read for comprehension and will create original and guided dialogues related to finding and renting an apartment. Students will learn how to express preferences in the specific topic and everyday related current events. They will learn basic vocabulary related rooms in the house, location and other amenities. Students will also recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: How to look for, find and be able to rent an apartment or house based on location, need, and economic affordability.

Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Learning Targets

Standards: 7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSNT.2;
 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2;
 SEL.PK-12.5.2

Content Statements: Students will be able to research and use vocabulary, expressions and correct tenses to communicate both in writing and oral form related to finding and renting an apartment.

CPI#:	Cumulative Progress Indicator (CPI):
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7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.



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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts on one's own behavior.
SEL.PK-12.5.2	Recognize the importance of self confidence in handling daily tasks and challenges.
Unit Essential Questions: • How do people spend leisure/ recreational time in Italy and other countries? • How does technology affect/ change the use of free time? • How one finds an apartment to rent in a main city, in the outskirts?	
Unit Enduring Understandings: • How to listen sympathetically • How to give advise • How to activate associated knowledge • How to use impersonal expressions • How to compare and contrast to make strong description	
Unit Learning Targets: Students will learn.... How to find and rent an apartment How to to carrie brief conversations related to renting or buying an apartment How to describe objects in a house and actions members of the family do in each room Recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle.	



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Evidence of Learning

Summative Assessment: 9 Days

Equipment Needed: Laptop with Internet access, projector, and headphones.

Teacher Resources: Copies, textbook, laptop, headphones, websites such as Conjuguemos and mhhe.com/Prego7, SuperCiao

Formative Assessments:

Students will be assessed on: class participation, teacher led the questioning, presentations, class work assignments, tests, quizzes on LinkIt! and projects.



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GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 affittasi un appartamento	3 days
Lesson 2 ricerca sui giornali e sull'internet	3 days
Lesson 3 creare e presentare dialoghi	3 days

Teacher Notes:

lettura-avventure in città', ricerca, creazione, presentazione

Curriculum Development Resources/Technology Resources:

laptop, videos from youtube, teacher's manual, projector, Internet, Conjuguemos, SuperCiao, LinkIt!



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GLOBAL SKILLS

Lesson Plan 1 Template

Content Area: Italian III **Lesson Title:** Affittasi un appartamento **Time Frame:** 3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English, Economics

Integration of Technology: Students will use computers to watch videos, write dialogues, study vocabulary and practice grammar.

Equipment Needed: Laptops to write dialogues, study vocabulary and practice grammar, related school approved websites, textbook, projector, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will - Learn vocabulary related dialogue and story - Ask and give opinions about the story - Utilize reading comprehension skills - Analyze and draw conclusions about problem or leisure time related to rent and find a place to live or to rent cercasi	Lesson Sequence - Teacher will introduce vocabulary related to city/ town/ rural life. - Students will be able to understand reading. - Students will discuss ways to find apartments or houses for rent.	- Students will be assessed on class participation and performance. - Students will be assessed through teacher led questioning. - Students will be assessed on classwork assignments. - Students will be assessed on tests, quizzes and projects.
Differentiation: Students may engage in further study using varied materials based on readiness and learning style. Students may work on varied assignments at varied levels of complexity and pacing.		
Resources Provided: computers, approved websites, textbook, projector, readings based on topics covered		



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Lesson Plan 2 Template

Content Area: Italian III **Lesson Title:** ricerca su internet **Time frame:** 3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Computer science, English, Geography

Integration of Technology: Students will use computers to research renting apartments or houses in a particular location in Italy, LinkIt!

Equipment Needed: laptops projector, school approved websites, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will • Research on the Internet for apartments in a particular Italian region • Utilize reading comprehension skills reading comprehension • Analyze and draw conclusions about problem or leisure time related renting a house or apartment • Speak orally by giving a presentation	Lesson Sequence • Introduce vocabulary related to renting an apartment or house. • Students will be able to read for comprehension • Students will discuss ways to find apartments or houses for rent. • Students will present oral guided presentations.	• Students will be assessed on class participation and performance. • Students will be assessed through teacher led questioning. • Students will be assessed on classwork assignments. • Students will be assessed on tests, quizzes and projects.
Differentiation: Students may engage in further study using varied materials based on readiness and learning style. Students may work on varied assignments at varied levels of complexity and pacing.		
Resources Provided: computers, related school approved websites, textbook, projector, readings based on topics covered		



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GLOBAL SKILLS

Lesson Plan 3 Template

Content Area: Italian III **Lesson Title:** creare e presentare dialoghi **Time Frame:** 3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English, Drama, Public speaking

Integration of Technology: Students will use computers to research about renting apartments or house in a particular location in Italy using LinkIt!

Equipment Needed: laptops, projector, school approved websites, ipads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create original dialogues in groups or pairs using the voc and expressions related to the house and renting an house or apartment. • Give an oral presentation in front of the class.	Lesson Sequence • Given vocabulary related to renting an apartment or house, the students will be able to create an original dialogue. • Students will use podcasts to improve pronunciation. • Teacher will correct the grammar structure.	• Students will be assessed on class oral presentation, preparation and performance. • Students will be assessed through teacher led questioning.
Differentiation: Students may engage in further study using varied materials based on readiness and learning style Students may work on varied assignments at varied levels of complexity and pacing		
Resources Provided: Computers, approved websites, textbook, projector, ipads		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Italian III	Grade Level: 10-12	Unit title: affittasi casa
Created: Josephine Cioffi	Board Approved on:	