



Springfield Public Schools
Springfield, New Jersey 07081

Italian IV
Grades 11-12

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*



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent of Curriculum and Instruction**

Curriculum Developed By:

Dr. Norman Francis ~ Principal

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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



Unit Overview Template

Content Area: Italian IV **Grade Level:** 11-12 **Unit Title:** Mi chiamo Mario

Unit Summary:

In this unit students will

- learn how to ask and give personal information.
- describe physical characteristics and personality traits in a formal /informal setting.

Primary Interdisciplinary Connections:

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

Unit Rationale: In this unit, students will review and will learn how to ask and give personal information. Students will be able to describe physical characteristics and personality traits in a formal/informal setting.

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:

- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.

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.
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 have 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 react and communicate in Italian in certain social situations? How do you go about giving and obtaining information about yourself and other people in a social or in a formal situation?	
Unit Enduring Understandings: • There are specific social formulas (greetings/introductions, expressions) that facilitate communication in the Italian language. • A variety of adjectives, nouns and verbs supports and enriches written dialogues and conversations dealing with asking and giving personal information.	
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, and expressing opinions, preferences and emotions. • Students will be able to use a variety of adjectives and expressions to provide information about physical and psychological characteristics.	



Evidence of Learning

Summative Assessment: 6 days

Equipment Needed: Textbook, laptops, videos, headphones, Internet access

Teacher resources: Prego website, SuperCiao Textbook, computer, projector, workbook

Formative Assessments:

- Test and quizzes
- Oral presentations
- Projects
- Assessment of performance through conversation and question/answer session



Lesson Plans

Lesson	Time Frame
Lesson 1 Greetings, introductions, vocabulary words and expressions	3 days
Lesson 2 : Social Formulas vs Informal Speech	3 days
Lesson 3 Probability Personality Traits and characteristics-Use of verbs and adjectives	3 days
Teacher Notes: It is meant to start students on conversation and review grammar and adjectives in order to enrich vocabulary and expand communication possibilities. The book used will be Basic Conversations in Italian.	
Curriculum Development Resources/Technology Resources: conjuguemos.com www.mhhe.com/prego7 SuperCiao yabla.com Schaum's Italian grammar Basic Italian Conversation text	



Lesson Plan 1 Template					
Content Area:	Italian 4	Lesson Title:	Greetings: Giving and Receiving Information	Time Frame:	3 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, Journalism					
Integration of Technology: Students will use computers for listening comprehension, for watching videos, and to write dialogues, Linkit					
Equipment Needed: Laptop with Internet access, projector, head-phone					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to ask and obtain information in a social or formal setting • Compare colloquial speaking and formal speaking • Use vocabulary according to the situation • Increase vocabulary and expression • Know how to use the present tense of regular and irregular verbs	Lesson Sequence • Teacher will introduce reading and ask and obtain personal information. • Class will participate in role playing. • Students will watch segments from different movies/videos and a “live” teacher demonstration. • 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 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: Copies, textbook: Italian Conversation/Andiamo Avanti/Prosatori Del Novecento		



Lesson Plan 2 Template

Content Area:	Italian IV	Lesson Title: Formal and Informal- Tu vs Lei	Time Frame:	3 days
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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, Geography, Art

Integration of Technology: Use of laptop, videos, headphones

Equipment Needed: Laptop, videos, prego website, teacher's copy,

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will... - Explain and demonstrate the differences between formal and informal ways of addressing people - Compare colloquial speaking and formal speaking - Review and add a variety of verbs in the present tense, including essere, avere, potere, volere and dovere	Lesson Sequence - Teacher will introduce reading about greetings. - Class will participate in role playing dealing with asking and obtaining information. - Students will watch segments from different films /videos. - Students will write and perform scripts using correct forms of verbs and specific adjectives and vocabulary words.	- 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: 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, Superciao, websites such as www.mhhe.com/prego, conjuguemos.com, and movie clips		



Lesson Plan 3 Template				
Content Area:	Italian 4	Lesson Title:	Conversation Strategies	Time Frame: 3 days
Lesson Components				
<u>21st Century Themes</u>				
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy				
<u>21st Century Skills</u>				
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: English, Public Speaking, Geography, History				
Integration of Technology: Use of laptop, Internet, podcasts, videos, Linkit				
Equipment Needed: Textbook, laptop, headphones, Superciao, Prego7 website, copies				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn how to use IMC or Internet resources to research the geography, culture, and history of the country. - Present the collected information. - Structure the information in digital texts and graphics for presentation. - Use powerpoint presentations.	Lesson Sequence - Students select listed topics according to their interests. - Divide class into small groups with different topics. - Students research their topics. - Students discuss the structure of collected information for the preparation of presentation. - Students present the research to the rest of the class.	- 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: 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: laptop, videos, SuperCiao, www.mhhe.com/prego7, headphones, textbook, reading books

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 IV	Grade Level: 11-12	Unit Title:m Mi chiamo Mario
Created: Josephine Cioffi	Board Approved on:	

Unit Overview Template



Content Area:	Italian IV	Grade Level:	11-12	Unit Title:	Chi sei? Di dove sei? A che ora?
Unit Summary: In this unit students will discuss how to describe locations, how to ask for and tell time, and how to ask and give directions. Students will learn how to carry on conversations about places of origin and places they have visited or want to visit, how to find an apartment or place to stay, and how to ask and give directions in a city setting.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: Creating spontaneous dialogues using vocabulary and expressions learned. Students will be able to plan a trip to a specific place or a city in Italy, to secure reservations in restaurants, theaters, and museums and to rent an apartment or house by navigating on Italian websites.					
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:	Content Statements. 1. Acquire and use vocabulary and idiomatic expressions from Italian culture to share information about pastimes, and everyday useful conversations. 2. Discuss common activities and activities that are part of specific cultures. 3. Compare and contrast pastimes in the US versus those in Italy. 4. Learn about leisure activities in the past and the present according to age groups.
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.
9.1.12.CFR.2 9.4.12.CI.1 9.4.12.GCA.1	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 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 9.4.12.TL.4:	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 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 have on one's own behavior. Recognize the importance of self confidence in handling daily tasks and challenges.
Unit Essential Questions: How do you find and rent an apartment in an Italian city? What are the most popular attractions? Which restaurants should you visit?	
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 about specific Italian regions, and will be familiar about at least two cities from that region.	



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: textbook, laptops, videos, headphones, movie clips.

Formative Assessments:

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



Lesson Plans

Lesson	Time Frame
Lesson 1 chi sei/di dove sei	3 days
Lesson 2 a che ora apre	2 days
Lesson 3 E' a sinistra	3 days
Teacher Notes: Emphasis will be placed on oral skill.	
Curriculum Development Resources/Technology Resources: Yahooitalia.com www.mhhe/prego7.com SuperCiao http://www.nj.gov/education/frameworks/worldlanguages/ Linkit	



Lesson Plan 1 Template

Content Area:	Italian IV	Lesson Title:	Chi sei/Di dove sei	Time Frame:	3 days
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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: Social Studies, Geography, Art

Integration of Technology: Students will use computers to access videos, research information, prepare presentations/write dialogue

Equipment Needed: Laptop with Internet access, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe self and others - Discuss rooms in the house and activities done in each room - Discuss Italian family unit compared to American families	Lesson Sequence - Use vocabulary in oral dialogue. - Read the story for comprehension. - Write an essay about your family. - Compare the composition of Italian family to an American family.	- 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: Copies, textbook, Websites such as, SuperCiao and conjuguemos.com		



Lesson Plan 2 Template				
Content Area:	Italian 4	Lesson Title:	A che ora apre?	Time Frame: 3 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/Art/Social Studies				
Integration of Technology: Internet/videos/Prego website				
Equipment Needed: Computer, headphones, projector				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know how to tell time and at what time certain actions take place - Write a time frame story - Write original dialogues about what teenagers do and at what time - Compare teenagers in Italy and the United States	Lesson Sequence Review time- - Divide class in small groups - Oral original dialogue using time - Time frame story (150 words) - Song-l'ora dell'amore - To interact with personal information	- 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, Superciao websites		



Lesson Plan 3 Template

Content Area: Italian IV **Lesson Title:** E' a sinistra **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/Art/Social Studies

Integration of Technology: videos/prego website/SuperCiao

Equipment Needed: computer/projector/textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Know how to ask and give directions - Research meals in Italy and obtain information about food and restaurants - Interact with passers-by - Converse with unknown adults - Translate street signs in Italy	Lesson Sequence - Students select listed topics according to their interests. - Divide class into small groups with different topics. - Students research their topics. - Students discuss the structure of collected information for the preparation of presentation. - Students present the research to the rest of the class.	- 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.
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: textbook, copies, videos, Internet, headphones, material for art
Websites such as www.yabla.com

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 IV	Grade Level: 11-12	Unit Title: E' a sinistra
Created: Josephine Cioffi	Board Approved on:	



Unit Overview Template

Content Area: Italian IV **Grade Level:** 11-12 **Unit Title:** Mi piace la musica.
Perché sei tornato?
dove andrai?

Unit Summary: Students will discuss likes and dislikes. They will learn about Italian music, Italian artists, and Italian sports, discuss things of interest, interact with interviewers and talk about actions and activities that have occurred and will occur.

Primary Interdisciplinary Connections: English/Social Studies/Music/Physical education

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

Unit Rationale: Students will learn about current trends and popular culture in Italy.

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

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.
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 have 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 you identify specific cultural products from Italy? • How music, sports and other cultural practices compare to other cultural forms?	
Unit Enduring Understandings: • Italian music and its distinctions from different regions • Understand the differences between Italian and some dialects	
Unit Learning Targets: • Be able to recognize popular italian artists • Be able to compare and discuss different styles of music • Be able to use present, progressive ,future and imperfect correctly	



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: textbook, laptops, videos, headphones, movie clips.

Formative Assessments:

- 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



Lesson Plans

Lesson	Time Frame
Lesson 1 Mi piace la musica	5 days
Lesson 2 Perché' sei tornato? Che farai?	5 days
Lesson 3 Dove andrai?	5 days
Teacher Notes: Projector present an Italian genre of music and a specific artist	
Curriculum Development Resources/Technology Resources: Mhhe.com/prego7, Avventure in citta', Schaum's Italian grammar, basic Italian conversation, SuperCiao	



Lesson Plan 1 Template				
Content Area:	Italian 4	Lesson Title:	Mi piace la musica	Time Frame 5 days
Lesson Components				
<u>21st Century Themes</u>				
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy				
<u>21st Century Skills</u>				
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: Music/English/Social Studies, Art				
Integration of Technology: Students will use computers to watch videos, write dialogues, etc.				
Equipment Needed: Laptop with Internet access, projector, headphones				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize Italian artists - Identify vocabulary and expressions related to music and other art form - Discuss and analyze specific songs - Converse about Italian music and other art forms	Lesson Sequence - Introduce vocabulary and expressions - Arrange students into small groups. They will analyze, discuss and have a class presentation about one artist and two songs - Review future tense and imperative - Mini spontaneous dialogues	- 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, quizzes and tests.
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, SuperCiao		



Lesson Plan 2 Template

Content Area:	Italian IV	Lesson Title:	Perché sei tornato?	Time Frame:	5 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy					
Interdisciplinary Connections: English, Social Studies, Music, Art					
Integration of Technology: Students will use computers to watch videos, write dialogues, and do oral presentations					
Equipment Needed: laptop with Internet access, projector, headphones.					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Converse about actions that have occurred recently - Use informal conversation with peers and express feeling about movies, music and other leisure time - Express personal feeling while interacting with friends	Lesson Sequence - Introduce reading - Discuss vocabulary words and expressions - Point out grammar structures - Have students work in pairs on in class activities	- 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:		

Lesson Plan 3 Template



Content Area:	Italian IV	Lesson Title:	Dove andrai?	Time Frame:	5 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Social studies, Geography, Art, Music					
Integration of Technology: Students will use computers to watch videos, write dialogues, etc.					
Equipment Needed: Laptop with Internet access, projector, headphone					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify places in Italy - Converse about leisure time with emphasis on travel plan - Write an account of your vacation (150 words) - Use the passato prossimo and the imperfect correctly	Lesson Sequence: - Read dialogue in pairs, discuss and answer questions - Assign specific dialogues to each pair or small group - Let students write modified and original dialogues - Let students present dialogues in front of the class - Project on a region of Italy	- 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, quizzes and tests.
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, websites such as www.yabla.com		



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 4	Grade Level:	11-12	Unit Title:	Dove andrai?
Created:	Josephine Cioffi	Board Approved on:			



Unit Overview Template

Content Area: Italian IV	Grade Level: 11-12	Unit Title: Ci siamo divertiti un mondo/Ma che cosa faceva lei?Ancora non mi ha scritto nessuno
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Unit Summary: In this unit students will practice expressing personal feelings and provide information about past events, discuss historical sites and historical events, practice to describe habitual and repeated actions in the past, and provide and obtain information about recent events, facts, needs and opinion. Students will learn to use correctly, the passato prossimo, imperfect, past absolute, passato prossimo e trapassato remoto.

Primary Interdisciplinary Connections:

[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: Cultures vary across regions of Italy
Topics that assist in the development of this understanding should include, but are not limited to touristic attractions, planning for travel, and recount stories.

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: Many products and practices related to home and community 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):
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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.
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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.
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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.
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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	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts have 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 different countries?	
Unit Enduring Understandings: • The use of leisure time varies from culture to culture. • Technology changes social and cultural practices.	
Unit Learning Targets: Learn differences and similarities in the way people spend their leisure time in different regions of Italy Recognize the importance of entertainment, fitness and social interaction in the development of a healthy lifestyle	



Evidence of Learning

Summative Assessment: 16 days

Equipment Needed: Computers, headphones, film, videos

Teacher

Resources:

Avventure in

citta'/prego

conjuguemos.com

SuperCiao

Formative Assessments:

- 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



Lesson Plans

Lesson	Time Frame
Lesson 1 Ci siamo divertiti un mondo	5 days
Lesson 2 Ma che cosa faceva lei?	5 days
Lesson 3 Ancora mi ha scritto nessuno	6 days
Teacher Notes: One on one five minutes oral	
Curriculum Development Resources/Technology Resources: www.mhhe.com/prego7 , Basic Italian Conversation, quotidiani online, SuperCiao	



Lesson Plan 1 Template					
Content Area:	Italian IV	Lesson Title:	Ci siamo divertiti un mondo	Time Frame:	5 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: English/Social Studies/Art/Music					
Integration of Technology: Students will use computers to watch videos and respond, write dialogues and give oral presentations					
Equipment Needed: Laptop with Internet access, projector, headphones.					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Utilize vocabulary about places found in a city, denoting past events, ingredients to make a certain dish, idiomatic expressions - Compare and contrast values and cultural practices that vary from within Italy and the States. - Write two short stories by famous writers	Lesson Sequence - Class will participate in role playing. - Students will watch segments from different movies/videos about family life. - Students will write and perform scripts in different types of situations that are common in family life. - Students analyze and interpret short stories from the collection of Alberto Moravia.	- 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 various materials based on readiness and learning style Students work on various assignments at varied levels of complexity and pacing		
Resources Provided: Copies, textbook,, SuperCiao		



Lesson Plan 2 Template

Content Area:	Italian IV	Lesson Title:	Ma che cosa faceva lei?	Time Frame:	5 days
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Lesson Components

21st Century Themes

X Global Awareness Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

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

Interdisciplinary Connections:

English, Geography, Social Studies, Sciences

Integration of Technology: Use of laptops, Internet, podcasts

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

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define vocabulary and expressions dealing with environment, education, and life - Discuss among peers about the environment, education, and life in Italy and the rest of the globe - Describe and express personal feeling about people and places in the past	Lesson Sequence - Introduce the lesson with a powerpoint presentation about voc and expressions..have students use words in oral situation - Have students research Italian firms around the world and in Italy - Practice dialogues from the textbook - Write and present original dialogues - Discuss the traffic and the environment	- 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 various materials based on readiness and learning style
 Students work on various assignments at varied levels of complexity and pacing



Resources Provided:

Copies, textbook, Websites such as www.yabla.com

Lesson Plan 3 Template

Content Area:	Italian IV	Lesson Title:	Ancora non mi ha scritto nessuno	Time Frame:	6 days
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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, Music

Integration of Technology:

Use of laptops, Internet, podcasts

Equipment Needed: Textbook, laptops, videos, headphone

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Provide and obtain information about recent events, facts, needs, and opinion. - Students will learn how to write emails and letters - Students will learn how to make comparison - Students will learn how to convince others to adopt a course of action	Lesson Sequence - Class will participate in role playing - Students will watch segments from different movies/videos. - Students will write and perform scripts for different texts.	- 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: Students engage in further study using varied materials based on readiness and learning style

Resources Provided:

copies, textbook, Avventure in Citta', film, videos, SuperCiao



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 IV	Grade Level:	11-12	Unit Title:	Ancora non mi ha scritto nessuno
Created:	Josephine Cioffi	Board Approved on:			



Unit Overview Template

Content Area: Italian IV **Grade Level:** 11-12 **Unit Title:** E' finita la benzina

Unit Summary: Students will discuss the effect of traffic in the Italian cities. They will learn about Italian means of transportation and laws which govern traffic in relation to safeguarding the environment, discuss traffic and pollution, and compare initiatives that were put in place to safeguard the environment in the United States and Italy.

Primary Interdisciplinary Connections:

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

Unit Rationale: Observing and/or participating in researching about global warming. Exploring how to save the planet. (Topics: activities that assist in the development of this understanding should include, but are not limited to: round table discussion, powerpoint presentation, written composition, aesthetics and the creation and oral presentations, music, theater, and visual arts.)

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.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 social problems . (Topics that assist in the development of this understanding should include, but are not limited to: global warming, politics, culture newspapers online, films, ,sports fashion, style,, art, and pastimes.

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.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., 1.1.12.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 have 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 you identify the problem of pollution and global warming? What steps should we take to resolve the problem?	
Unit Enduring Understandings: Students will observe and/or participate in researching global warming and how to save the planet. Topics will include traffic and pollution and students will discuss remedies to resolve problems.	
Unit Learning Targets: Students will be able to recognize what causes pollution, compare and discuss different steps that should be put in place or/and were put in place in Italy and in the United States of America and use present, progressive, future and imperfect correctly and conditional tense of verbs.	



Evidence of Learning

Summative Assessment: 18 days

Equipment Needed: computer, projector, textbook, newspaper online, school sponsored websites

Teacher textbook, yabla.com, quia.com, prego.com, Quotidiani Italiani on line

Resources:

Formative Assessments:

- 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 daily discussions in the targeted language
- Students will be assessed on on written and oral tests and quizzes



Lesson Plans

Lesson	Time Frame
Lesson 1 il traffico e l'inquinamento	6 days
Lesson 2 Salvaguardare l'ambiente	6 days
Lesson 3 Dovremmo, potremmo, vorrei...	6 days
Teacher Notes: Extensive research and discussion on the environment	
Curriculum Development Resources/Technology Resources: computer, projector, school sponsored websites, textbook, online resources, Linkit	



Lesson Plan 1 Template				
Content Area:	Italian IV	Lesson Title:	traffic/pollution traffico e inquinamento	Time Frame: 6 days
Lesson Components				
<u>21st Century Themes</u>				
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy				
<u>21st Century Skills</u>				
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: Sciences, English, Geography, Political Science				
Integration of Technology: video/film, computer, projector, school IMC				
Equipment Needed: computer, school sponsored websites, projector, board, textbook				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research and discuss problems related to traffic and pollution - Define and utilize vocabulary and expressions related to traffic, means of transportation and and keeping the planet clean - Discuss and analyze specific topics regarding the traffic in Italy and its impact on the environment	Lesson Sequence - Introduce vocabulary and expressions - Divide students into small groups.They will analyze ,discuss and have a class presentation about the traffic in Italy and two songs - Research the internet to find sources related to pollution and the causes - Mini spontaneous dialogues - Discussion on the subject	- Students will be assessed on class participation and performance through teacher led questioning. - Students will be assessed on class work assignments, quizzes and tests. - Students will be assessed on daily discussion in the targeted language.



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: video/film, computer, projector

Lesson Plan 2 Template

Content Area:	Italian 4	Lesson Title:	Salvaguadare l'ambiente	Time Frame:	6 days
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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, Social Studies, English

Integration of Technology: computer, projector, students laptop, online news and newspapers, related approved websites

Equipment Needed: textbook, computer, board, projector, quia.com, prego website, conjuguemos.com, online newspapers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research and discuss ways safeguard the planet and limit pollution - Define vocabulary and expressions related to environment - Discuss and analyze specific topics regarding the environment	Lesson Sequence - Use vocabulary and expressions in sentences - Round table discussions on ways to improve or reverse global warming - Research the Internet to find sources - related to pollution and what causes global warming	- Students will be assessed on class work assignments, quizzes and tests - Students will be assessed on daily discussion in the targeted language - Students will be assessed on oral participation and on a written composition on the subject of global warming participation and performance



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	• Conduct spontaneous brief dialogues or narrations	• Students will be assessed on class whole class discussions and through teacher led questioning.
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: video/film, computer, projector		



Lesson Plan 3 Template					
Content Area:	Italian 4	Lesson Title:	Potremmo, vorrei, dovremmo	Time Frame:	6 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, Sciences, Astronomy and Nutrition					
Integration of Technology: computer, projector, students laptop, online news and newspapers, related approved websites					
Equipment Needed: textbook, computer, board, projector, prego website, conjuguemos.com, online newspapers					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research and discuss ways safeguard the planet and limit pollution - Utilize vocabulary and expressions related to environment - Discuss and analyze specific topics regarding the environment	Lesson Sequence - Use vocabulary and expressions in sentences - Round table discussions on ways to improve or reverse global warming using the regular and irregular future and conditional tenses - Research the internet to find sources related to pollution and what causes global warming - Spontaneous brief dialogues or narrations	- Students will be assessed on class work assignments, quizzes and tests. - Students will be assessed on daily discussion in the targeted language. - Students will be assessed on oral participation and on a written composition using the conditional tenses and other necessary various tenses studied.
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: Video/film, computer, projector, SuperCiao, approved online websites

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			
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 IV	Grade Level: 11-12	Unit Title: E' finita la benzina
Created: Josephine Cioffi	Board Approved on:	



Unit Overview Template

Content Area: Italian 4 **Grade Level:** 11-12 **Unit Title:** musica, teatro, arte

Unit Summary: In this unit students will practice expressing personal feelings and providing information about present and past events, discuss present and past music, art and theatre in Italy, and provide and obtain information about recent events, facts, needs and opinion from online newspapers and related approved school websites. Students will learn to correctly use the passato prossimo, imperfect, past absolute, passato prossimo e trapassato remoto, and conditional to talk about music, theatre, and art.

Primary Interdisciplinary Connections:

[21st Century Themes](#) **x** Creativity and Innovation **x** Critical Thinking and Problem Solving **x** ICT Literacy
x Information Literacy **x** Life and Career Skills **x** Communication and Collaboration ☐ Media Literacy

Unit Rationale: Many products and practices related to home and community 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.

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:

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.

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.	
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 challenge	
Unit Essential Questions: How do you react and communicate in Italian in certain social situations? How do you go about to give and obtain information about yourself and other people in a social or in a formal situation?		
Unit Enduring Understandings: There are specific social formulas (greetings/introductions, expressions) that facilitate communication in the Italian language. A variety of adjectives, nouns and verbs to support and enrich oral and written dialogues and conversations dealing with asking and giving personal information the description of characteristics.		
Unit Learning Targets: Students will... • Be able to interact orally in a number of daily activities related to music by obtaining and providing information about Italian singers and different genre of music • Express opinions, preferences and emotions • Be able to use a variety of adjectives and expression to provide information about physical and psychological characteristics		



Evidence of Learning

Summative Assessment: 18 days

Equipment Needed: Textbook, laptops, videos, headphones, Internet access.

Teacher Resources: Laptop, videos in www.yabla.com, prego website, teacher resources, projector, internet

Formative Assessments:

Test and quizzes

Oral presentations

Projects

Assess performances through conversation and question/answer session
handouts, textbook, Superciao websites



Lesson Plans

Lesson	Time Frame
Lesson 1 La musica	6 days
Lesson 2 Il teatro	6 days
Lesson 3 L'arte	6 days
Teacher Notes: power project on music	
Curriculum Development Resources/Technology Resources: www.mhhe.com/prego7 , Avventure in citta', Schaum's Italian grammar, SuperCiao	



Lesson Plan 1 Template					
Content Area:	Italian 4	Lesson Title:	La musica Italiana	Time Frame:	6 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
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, Music, Social Studies					
Integration of Technology: Students will use computers for listening comprehension exercises, to watch videos, and to write dialogues.					
Equipment Needed: Laptop with Internet access, projector, headphones					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to ask and obtain information in a social or formal setting • Compare different genre of music • Utilize vocabulary according to the situation • Utilize proper tenses	Lesson Sequence • Teacher will introduce reading about ask and obtain personal information • Class will participate in role playing • Students will watch segments from different movies /videos and a “live” teacher demonstration • 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.



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:

textbook, www.mhhe.com/prego7, online newspaper, videos

Lesson Plan 2 Template

Content Area:	Italian IV	Lesson Title:	Il teatro	Time Frame:	6 days
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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, Theatre, Art

Integration of Technology: Use of laptop, textbook, videos, headphones, projector

Equipment Needed: laptop, videos on habla.com/prego website, teacher's copy, SuperCiao

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read and comprehend brief scenes from Pirandello and some modern play writer - Explain and demonstrate scenes studied - Discussions about the scene of play/s studied - Use present tense, and other proper tenses in writing and speaking	Lesson Sequence - Teacher will introduce vocabulary and expressions of a particular play or scene - Class will participate in role playing dealing with asking and obtaining information - Students will watch segments from different films/videos. - Students will write and perform scripts using	- 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.



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	correct forms of verbs and specific adjectives and vocabulary words	
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, Superciao, textbook websites such as, www.mhhe.com/prego7 , and movie clips.		



Lesson Plan 3 Template					
Content Area:	Italian IV	Lesson Title:	L'arte	Time Frame:	6 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, Art					
Integration of Technology: Use of laptop, Internet, pod casting, videos, Linkit					
Equipment Needed: Textbook, laptop, headphones, yabla.com videos, prego7 website, copies.					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Utilize IMC or Internet resources to research Italian art. - Students will present the collected information. - Students will structure the information in digital texts and graphics for presentation. - Students will use PowerPoints presentations and round table discussions.	Lesson Sequence - Students select listed topics according to their interests. - Divide class into small groups with different topics. - Students research their topics. - Students discuss the structure of collected information for the preparation of presentation. - Student present the research to the rest of the class.	- 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.



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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:

laptop, videos, SuperCiao, videos from youtube, www.mhhe.com/prego7, teachers copies, headphones, textbook, reading books



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 IV	Grade Level: 11-12	Unit Title: L'arte
Created: Josephine Cioffi	Board Approved on:	



Unit Overview Template

Content Area: Italian IV **Grade Level:** 11-12 **Unit Title:** Politica e lavoro

Unit Summary:

In this unit students will learn about politics in Italy. The Italian political system will be compared to that of the United States of America. Students will learn about the multiple political parties and their main candidates., job and workforce, unemployment and related topics will be discussed.

Primary Interdisciplinary Connections:

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: Students will learn to research and talk about Italian politics and work. They will carry on meaningful conversations in Italian related to politics and work. They will use proper tenses, vocabulary, and expressions studied.

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: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.

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.
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 react and communicate in Italian in certain social situations? How do you go about to give and obtain information about yourself and other people in a social or in a formal situation?	
Unit Enduring Understandings: There are specific social formulas (greetings/introductions, expressions) that facilitate communication in the Italian language. A variety of adjectives, nouns and verbs support and enrich oral and written dialogues and conversations dealing with asking and giving personal information the description of characteristics.	
Unit Learning Targets: Students will be able to interact orally in a number of daily life and social/school activities by obtaining and providing information, expressing opinions, preferences and emotions. Students will be able to use a variety of adjectives and expressions to provide information about physical and psychological characteristics.	



Evidence of Learning

Summative Assessment: 18 days

Equipment Needed: Textbook, laptops, videos, headphones, Internet access.

Teacher Laptop, videos in www.yabla.com, prego website, teacher resources, projector,

Resources: Internet

Formative Assessments:

Test and quizzes

Oral presentations

Projects

Assessment of performance through conversation and question/answer session



Lesson Plans

Lesson	Time Frame
Lesson 1 La politica in Italia	6 days
Lesson 2 La societa' Italiana	6 days
Lesson 3 Il mondo del lavoro	6 days
Teacher Notes: Emphasize oral discussion -researching current articles	
Curriculum Development Resources/Technology Resources: Textbook, laptops, videos, headphones, Internet access, school IMC, online magazines and newspaper	



Lesson Plan 1 Template					
Content Area:	Italian IV	Lesson Title:	La politica in Italia	Time Frame:	6 Days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy					
Interdisciplinary Connections: Political Science, Social Studies					
Integration of Technology: Textbook, laptops, videos, headphones, Internet access.					
Equipment Needed: Laptop, videos in www.yabla.com , prego website, teacher's resources, projector, Internet					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to ask and obtain information in a social or formal setting • Compare politics in Italy and the US • Use vocabulary according to the situation • Increase vocabulary and expression • Know how to use the present subjunctive	Lesson Sequence • Teacher will introduce and give an overall presentation on Italian politics • Students will research and discuss various political parties • Students will be exposed to segments of movies/videos related to politics • 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: *Avventure in città' /andiamo avanti / prosatori del novecento*, websites such as www.yabla.com/www.mhhe.com/prego7 online newspapers

Lesson Plan 2 Template

Content Area:	Italian IV	Lesson Title:	La societa' Italiana	Time Frame:	6 Days
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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, Music, Sociology

Integration of Technology: textbook, laptops, videos, headphones, Internet access.

Equipment Needed: laptop, videos in www.yabla.com, prego website, teacher's resources, projector, Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to discuss social life, traditions and changes in the Italian modern society - Compare and contrast social topics - Use vocabulary according to the situation - Increase vocabulary and expression	Lesson Sequence - Teacher will introduce and give an overall presentation on Italian society - Students will research and discuss various social topics in Italy - Students will be exposed to segments of movies/videos related to politics	- 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.



Know how to use the present subjunctive	- Students will navigate the Internet and Italian online newspapers - Students will write and perform scripts in different types of situations	
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, websites such as www.yabla.com , www.mhhe.com/prego7 and movie clips.		



Lesson Plan 3 Template					
Content Area:	Italian IV	Lesson Title:	Il mondo del lavoro	Time Frame:	6 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: English, Social Studies, Music, Sociology, Political Science					
Integration of Technology: Textbook, laptops, videos, headphones, Internet access.					
Equipment Needed: Copies, textbook, Websites such as www.mhhe.com/prego7 , and movie clips.					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss, work opportunity and unemployment in Italy • Compare and contrast work related topics in Italy and the United States • Define and utilize vocabulary according to the situation • Increase vocabulary and expression • Utilize the present subjunctive	Lesson Sequence • Teacher will introduce and give an overall presentation on Italian work related topics. • Students will research and discuss various topics related to work such as, unemployment opportunities in south and north of Italy. • Students will be exposed to segments of movies/videos related to work. • Students will navigate the internet and Italian online newspapers. • Students will write and perform scripts in	• 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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	different types of situations.	
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, SuperCiao & Prego textbook, Websites such as, www.mhhe.com/prego7 , and movie clips		



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 IV	Grade Level: 11-12	Unit Title: Politica, lavoro, societa'
Created: Josephine Cioffi	Board Approved on:	



Unit Overview Template

Content Area: Italian IV **Grade Level:** 11-12 **Unit Title:** Societa' multiculturale

Unit Summary: In this unit students will learn about Multicultural Society in Italy. Immigration and a changing society will be discussed and compared to that of the United States . Students will learn about the acceptance and racism in a multi -cultured society.

Primary Interdisciplinary Connections:

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

Unit Rationale: Students will learn to research and talk about Italian multicultural society. They will carry on meaningful conversations in Italian related to politics and work and immigration. They will use proper subjective tense and other proper tenses studied

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: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.

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.



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 have 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 react and communicate in Italian in certain social situations? How do you go about to give and obtain information about yourself and other people in a social or in a formal situation?	
Unit Enduring Understandings: There are specific social formulas (greetings/introductions, expressions) that facilitate communication in the Italian language. A variety of vocabulary, expressions and grammar structures such as the present and past subjunctive will be learned to research and sustain discussions related to multisociety in Italy and the US.	
Unit Learning Targets: Be able to interact orally in a number of daily activities related to current cultural topics Express opinions, preferences and emotions Be able to use a variety of adjectives, expression and verbs to discuss topics related to multicultural society and immigration	



Evidence of Learning

Summative Assessment: 18 days

Equipment Needed: Copies, textbook, websites such as ,www.mhhe.com/prego7 , and movie clips.

Teacher Laptop, videos in www.yabla.com, prego website, teacher's resources, projector,

Resources: Internet

Formative Assessments:

Test and quizzes

Oral presentations

Projects

Assessment of performance through conversation and question/answer session



Lesson Plans

Lesson	Time Frame
Lesson 1 Tradizione e nuovo nella società'	5 days
Lesson 2 Emigrazione	7 days
Lesson 3 Integrazione -scuola e lavoro	7 days
Teacher Notes: discussion on work, immigration and school	
Curriculum Development Resources/Technology Resources: Laptop, videos in www.yabla.com , prego website, teacher's resources, projector, Internet	



Lesson Plan 1 Template					
Content Area:	Italian IV	Lesson Title:	Tradizioni e nuovo	Time Frame:	5 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Sociology, Politics, Social Studies, Geography, Religion					
Integration of Technology: laptop, projector, school approved websites, yabla.com, song/s					
Equipment Needed: laptop, projector, school approved websites, yabla.com, song/s, text, reading books, newspaper online					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to discuss emigration from different country and how it affects today's society • Compare and contrast emigration pro and con both in Italy and United States • Use vocabulary according to the situation • Increase vocabulary and expression • Know how to use the present and past subjunctive	Lesson Sequence • Teacher will introduce and give an overall presentation on topics related to immigration • Students will research and discuss various topics related to immigration areas where immigrants come from and areas they tend to settle. Topic will encompass unemployment and work opportunities. • Students will be exposed to segments of movies/videos related to work.	• 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.



	- Students will navigate the Internet and Italian online newspapers - Students will write and perform scripts in different types of situations.	
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: Laptop, videos in www.yabla.com, prego website, teacher's resources, projector, Internet		

Lesson Plan 2 Template					
Content Area:	Italian IV	Lesson Title:	Emigrazione	Time Frame:	7 days
Lesson Components					
<u>21st Century Themes</u> X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u> X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Sociology, politics, social study, geography					
Integration of Technology: laptop, projector, school approved websites, yabla.com, song/s					
Equipment Needed: laptop, projector, school approved websites, yabla.com, song/s, text, reading books, newspaper online					



Lesson Plan 3 Template					
Content Area:	Italian IV	Lesson Title:	lavoro e scuola	Time Frame:	7 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u>					
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: Sociology, Politics, Social Studies, Geography					
Integration of Technology: laptop, projector, school approved websites, yabla.com, song/s					
Equipment Needed: laptop, projector, school approved websites, yabla.com, song/s, text, reading books, newspaper online					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to discuss school and work also in relation to a changing society due to emigration. - Compare and contrast school, work and immigration both in Italy and the United States and how it affects society in terms of integration in various aspects of society like school, and religion. - Increase vocabulary and expression - Know how to use the present and past subjunctive and other proper tenses and vocabulary	Lesson Sequence - Teacher will introduce and give an overall presentation on topics related to school and work. - Students will research and discuss various topics related to school and work. - Students will be exposed to segments of movies/videos related to work. - Students will navigate the Internet and Italian online newspapers. - Students will write and perform scripts in	- 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.



	different types of situations.	
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: laptop, projector, school approved websites, song/s, text, reading books, newspaper online, SuperCiao		



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 IV	Grade Level: 11-12	Unit Title: Societa' Multiculturale
Created: Josephine Cioffi	Board Approved on:	