

Course: <i>Italian 3 HON</i> Unit #3: Made in Italy	Year of Implementation: 2025-2026
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: https://www.nj.gov/education/standards/	
● Unit Standards: <i>(keep each of the following headings in place)</i> ○ Content Standards <u>Interpretive (A):</u> ● 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). ● 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. ● 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. ● 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. <u>Interpersonal (B):</u> ● 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.	

- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational (C):

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- **21st Century Life & Career Standards**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
 - 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
 - 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
 - 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.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- ***Interdisciplinary Content Standards***
 - 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
 - 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
 - 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
 - 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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

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

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

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

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

For additional information, see

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

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

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

Asian American and Pacific Islanders:

- ***Asian American and Pacific Islander Heritage and History in the U.S.***

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

Transfer Goal: Students will be able to independently use their learning to communicate with others in the target language and compare and contrast cultural practices in order to establish cultural connections in a diverse society.

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

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

Enduring Understandings

Students will understand that. . .

EU 1

- the way people create and experience products, practices and perspectives exemplifies their cultural values.

EU 2

- cultures can be better understood when compared with our own.

Essential Questions

- How do products, practices, and perspectives of individuals help us understand cultures?
- How can we better know ourselves by making comparisons to others?

Knowledge

Students will know . . .

EU 1

- important people, products and practices in Italian culture. **(A2; B1,2,5; C4)**
- the origins of cultural products and practices. **(A1,2; B3; C4,5)**

EU 2

- structure of comparisons and superlatives. **(A3,5; B2; C4,5)**
- adjective vocabulary and agreement. **(A3,5; B2; C4,5)**
- ordinal numbers. **(A1,2; B1,2,5; C4)**
- structure of present subjunctive using “credo che” and “penso che”. **(A1; B5; C5)**

Skills

Students will be able to. . .

EU 1

- identify and discuss Italian people, products and cultural practices. **(A1,2; B1,2,5; C4)**
- describe cultural practices and how they have changed. **(A3; B2; C4,5)**

EU 2

- describe people and products by making comparisons. **(A3,5; B2; C4,5)**
- compare and contrast American/Italian people and products. **(A1,2; B1,2,5; C4)**
- express opinions and personal preference. **(A1; B1,2; C4)**

Stage Two - Assessment

Other Evidence:

- Comparison of cultural products as a class.
- Oral assessments: students describe reasons behind specific cultural products.
- Discussion of varying cultural situations.
- Use of the subjunctive.
- Writing a letter to a friend describing cultural practices in a country.

Stage Three - Instruction

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

- Translation race games. **(A, EU2)**
- Conjugation games for the present subjunctive (essere and avere) **(A, EU2)**
- Practice ordinal numbers with logic puzzles in the target language. **(A, EU2)**
- Listen to authentic advertisements and commercials on Italian radio. **(A, M, EU1, EU2)**
- Compare images of people by using comparatives and superlatives. **(M, EU2)**
- Create a poll for the Class Superlatives. **(M, EU2)**
- Students will listen to descriptions of people and items and draw them on white boards. **(M, T, EU1)**

- Discuss products of Italy and make comparisons with similar products in the United States **(M, T, EU2)**
- Answer questions/state opinions related to infographics for Italian products. **(M, T, EU1, EU2)**
- Express certainty and doubt while discussing various Italian products and practices. **(M, T, EU2)**
- Interview classmates about their opinions and preferences related to pop culture, music, art, tv, food, clothing, etc. **(M, T, EU1, EU2)**
- Discuss the winners and losers of the Oscar awards using comparatives and superlatives. **(M, T, EU2)**
- Class discussion about successful Italian business owners who created notable products. **(M, T, EU1)**
- Watch the San Remo music festival and rate the performances/artists/songs using comparatives and superlatives. **(A, M, T, EU1, EU2)**
- Read, translate and discuss authentic Italian product advertisements. **(A, M, T, EU1)**
- Research and present marketing plans for various Italian products. **(A, M, T, EU1, EU2)**