

Course: <i>Italian 3 HON</i> Unit #4: Casa dolce casa	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 effectively in the target language in order to plan and implement a move to Italy, in order to

Students will be able to independently use their learning to communicate with others in the target language in order to describe how culture and geography impact lifestyle choices in Italy and the United States.

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

- a home's location and decor reflects lifestyle priorities and preferences.
- Italian culture and geography dictate local housing options.

EU 2

- effective communication requires weighing a variety of variables, such as context, purpose and audience.

Essential Questions

- How do cultural products, practices and geography influence where we choose to live?
- How do our values and belief systems impact the choices we make?

Knowledge

Students will know . . .

EU 1

- vocabulary related to rooms and furnishings of the home. **(A1,4; B4,5; C1,3,4)**
- vocabulary related to renting a home. **(A1,4; B4,5; C1,3,4)**
- vocabulary related to geography as it pertains to housing options. **(A1,4; B4,5; C1,3,4)**
- housing options in various regions of Italy. **(A1,3,6; B1,2,3,6; C1,2,3,4,5)**

Skills

Students will be able to. . .

EU 1

- identify and describe rooms and furnishings in the home. **(A1,2,4; B1,2,4,5; C1,2,3)**
- identify and evaluate rental homes and locations in Italy. **(A1,3,6; B1,2,3,6; C1,2,3,4,5)**
- express their wants and needs regarding housing. **(A1,5; B5; C1,3,4)**

<i>EU 2</i> • conditional present tense. (A1,5; B5; C1,3,4) • use of “ci” and “ne”. (A1,5; B5; C1,3,4)	<i>EU 2</i> • state what they could, should and would like to do in a given situation. (A1,5; B5; C1,3,4) • replace prepositional phrases and expressions of quantity with “ci” and “ne” (A1,5; B5; C1,3,4)
Stage Two - Assessment	
<u><i>Other Evidence:</i></u> • Formative and Summative Assessments • Reading Comprehension Activities • Listening Comprehension Activities • Interpretive Assessments • Interpersonal Assessments • Presentational Assessments	
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):

- Watch clips of House Hunters International (teacher chosen) **(A, EU1)**
- Conjugation games for the present conditional **(A, EU2)**
- Translation race games. **(A, EU1, EU2)**
- Place setting game (paper plates, cups, utensils, napkins, etc.). Have pairs of students race to identify and name items. **(A, M, EU1)**
- Explore the 20 regions of Italy and describe/discuss/present the pros and cons of residing in each. **(A, M, EU1)**
- Vocabulary quiz on housing vocabulary (rooms and furniture). **(A, M, EU1)**
- Listening test-dictation (ex: on the phone with realtor describing a property). **(A, M, EU1, EU2)**
- Take a picture of your favorite room in your house and email it to the teacher, students spontaneously describe. **(M, EU1)**
- Read/discuss advertisements for properties. **(M, EU1)**
- Describe picture prompts of rooms of the house using "c'è" and "ci sono." **(M, T, EU1)**
- Create a real estate listing for a home for sale in Italy (attention given to region-specific characteristics/location, etc.) **(M, T, EU1)**
- Discuss the needs/wants of Italian home buyers vs. American home buyers. **(M, T, EU1, EU2)**
- Circle activity with "if" statements using conditional present. (If you could only eat one thing for the rest of your life... If you could go anywhere in the worlds, etc.) **(M, T, EU2)**
- Draw a floor plan of what you think a house in Italy looks like (done twice, once at beginning of the unit and again at the end). Compare your floor plans. What have you learned? **(T, EU1, EU2)**

- Read short stories from Raccontini Simpatici (Suggested Activities: Vocabulary list/quiz, Retell, Reenact story) (**A, M, T, EU1, EU2**)
- Speaking prompts related to pronouns and rooms of the house. (**A, M, T, EU1, EU2**)