

Course: <i>Italian 3 HON</i> Unit #2: <i>Chi sarò?</i>	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 about themselves and their goals 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

<u>Enduring Understandings</u> Students will understand that. . . <i>EU 1</i> • choices of today shape future opportunities. • cultural/economic factors influence the work environment in the USA and Italy. • context dictates the use of the formal and informal registers. <i>EU 2</i> • accurate use of verb tenses is essential for communication of time and context.	<u>Essential Questions</u> • How do I see my future unfolding? • How can I capitalize on my experiences to attain my goals?
<u>Knowledge</u> Students will know . . . <i>EU 1</i> • vocabulary and expressions relating to professions. (A1,4; B4,5; C1,3,4) • vocabulary and expressions relating to goal setting. (A1,4; B4,5; C1,3,4) • negative expressions. (A1,4; B4,5; C1,3,4) • structures related to formal communication. (A3,5; B3,4; C3,4) <i>EU 2</i> • structures to express future and hypothetical situations. (A1,5; B5; C1,3,4)	<u>Skills</u> Students will be able to. . . <i>EU 1</i> • compare and contrast possible future goals. (A2,5,6; B1,2,4,5; C1,3,4) • identify and discuss opportunities in order to reach one's goals. (A2,5,6; B1,2,4,5; C1,3,4) • utilize the formal register. (A3,5; B3,4; C3,4) <i>EU 2</i> • identify and discuss future plans. (A1,5; B5; C1,3,4)

Stage Two - Assessment

Other Evidence:

- 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):

- Games to practice future tense conjugations (Dice game, Stand Up Game, Fly Swatter game, Unfair Game) **(A, EU2)**
- Picture prompts with professions/trades/ volunteer opportunities **(A, EU1, EU2)**
- Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) **(A, EU1, EU2)**
- Interpret/answer questions about Italian infographics related to professions and volunteer initiatives supplied by the teacher **(A, EU1)**
- Translation Race games using the future tense and related unit vocabulary. **(A, M, EU2)**
- Create a graphic organizer of the various types of jobs and skills. **(A, M, EU1)**
- Presentational assessments **(M, EU1, EU2)**
- Compare work/life balance across cultures **(M, EU1)**
- Read/analyze/discuss horoscopes in the Italian online newspaper/magazines **(M, EU1, EU2)**. <https://www.oggi.it/oroscopo/>

- Create original horoscopes to predict the future **(M, EU2)**
- Create a Venn diagram comparing and contrasting cultural products, practices, and perspectives **(M, EU1, EU2)**
- Listen to authentic audio in the target language pertaining to various interdisciplinary things. **(M, T, EU1, EU2)**
- Create a business card for a future profession **(M, T, EU1)**
- Students will take a career placement test in Italian. **(M, T, EU1)**
- Read/write job advertisements and ask/answer related questions **(T, EU1, EU2)**
- Role play job interviews **(T, EU1)**
- Prepare professional documents, such as cover letters, emails, resumes, and CVs **(T, EU1)**
- Express feelings about personal preferences regarding career paths and future plans **(A, M, T, EU1, EU2)**