



# Mount Pleasant Central School District

## Italian V, World Languages

*We believe in fostering lifelong language learning through engagement, cultural understanding and open mindedness; in cultivating and nurturing world citizens to move forward in a diversified, global society; in promoting language production in order to encourage world readiness; and in the importance of acquiring functional proficiency at each level in the target languages.*

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Preliminare	September	<ul style="list-style-type: none"> <li>- Writing review with present/past tense conjugations</li> <li>- Reading &amp; listening comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- Reservations</li> <li>- Academics</li> <li>- Travel</li> <li>- Meteorologist</li> <li>- Manners</li> </ul>	<p><b>Standard 1:</b> Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p> <p><b>Standard 2:</b> Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to</p>	<ul style="list-style-type: none"> <li>- Interpersonal: Engage in respectful conversations about what they did over the summer</li> <li>- Interpretive: Analyze authentic texts through reading and listening that explore travel, school, family themes, and culture.</li> </ul>	Foreign language can be learned and enjoyed via self-directed, student-centered activities and can help in understanding content in other disciplines.	<p>Students will complete a written assessment that involves writing a formal email in the past/conditional tense.</p> <p>-Students will complete reading and listening assessments with a variety of thematic topics.</p>

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				exchange information and express feelings, preferences, and opinions.			
Tarantella, Malocchio e...	October	<ul style="list-style-type: none"> <li>- Speak about traditions</li> <li>- Food festivals</li> <li>- Superstitions</li> <li>- Discuss fairytales and fables</li> </ul>	<ul style="list-style-type: none"> <li>- Holidays</li> <li>- Superstitions</li> <li>- Expressions</li> </ul>	<p><b>Standard 1:</b> Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p> <p><b>Standard 2:</b></p>	<ul style="list-style-type: none"> <li>- Interpretive Communication</li> <li>- Interpersonal Communication</li> <li>- Presentational Communication</li> </ul>	Understanding the importance of national and regional Italian holidays. Comparing and contrasting the impact American culture has on Italian Holidays.	Students will complete a presentation on an Italian holiday to present orally. Students will work with group to create and illustrate a children’s book in the target language on a specific holiday themes

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.			previously studied.
Italia on-line	November	- discuss future events -make requests	- virtual world -computer	<b>Standard 1:</b> Learners understand,	- Interpretive Communication	Understand the importance of the	Find a recent article (current) about any

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		-talk about computer, cell phones and virtual world	-expressions about the internet	interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. <b>Standard 2:</b> Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and	- Interpersonal Communication - Presentational Communication	internet in Italy.  Discuss how Italians use technology differently (e.g., the prevalence of WhatsApp for all communication, different social media trends, popular Italian tech brands).	social/environmental issue that is happening in the United States or Italy summarize the article in your own words in your best italian and input your own commentary on the issue chosen. Students will also make visual presentation to orally present.

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				opinions.			
Fratelli d'Italia	December-January	<ul style="list-style-type: none"> <li>- express opinions, beliefs, doubts</li> <li>-discuss volunteer work and social arguments</li> <li>-discuss social and environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>- ecology</li> <li>-society</li> <li>- other expressions</li> </ul>	<p><b>Standard 1:</b> Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p> <p><b>Standard 2:</b> Interpersonal Communication</p>	<ul style="list-style-type: none"> <li>- Interpretive Communication</li> <li>- Interpersonal Communication</li> <li>- Presentational Communication</li> </ul>	<p>Analyze regional disparities (North vs. South) and the impact of economic policies on different social groups.</p> <p>Explore the challenges and opportunities of a changing society</p>	<p>Utilize articles from major Italian newspapers (e.g., La Repubblica, Corriere della Sera) or clips from news programs to expose students to real-world language and opinions.</p> <p>Encourage students to propose solutions</p>

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				Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.			(soluzioni) to a chosen issue. Creating an informational brochure.
Tutti in Passarella	February	- express opinions on fashion and clothing	- Clothing - Material	<b>Standard 1:</b> Learners understand,	- Interpretive Communication	The cultural ideals of presenting oneself well	Students write a detailed script in Italian

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		-speak about fare bella figura	- To go shopping - Other shopping expressions	interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. <b>Standard 2:</b> Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and	- Interpersonal Communication - Presentational Communication	(la bella figura - making a beautiful impression) and achieving effortless style  The phrase "Made in Italy" and its meaning. Italy's role as a global fashion leader is rooted in its historical connection to art and high-quality production.	describing the outfit their partner is wearing or a specific outfit they have "designed" (real or imagined).  Provide students with links to authentic Italian online retailers (e.g., Zalando.it, OVS, or luxury brand sites like Gucci). Give them a specific shopping list where they must navigate the website, interpret product descriptions, prices, sizes, and colors in

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				opinions.			Italian to "purchase" the correct items and report their findings.
Fortunato al gioco, sfortunato in amore	March	<ul style="list-style-type: none"> <li>- Speak about various types of games and pastimes</li> <li>- Impersonal speaking topics</li> </ul>	<ul style="list-style-type: none"> <li>- Sports</li> <li>- Card games</li> <li>- Games and luck</li> </ul>	<p><b>Standard 1:</b> Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p> <p><b>Standard 2:</b> Interpersonal Communication</p>	<ul style="list-style-type: none"> <li>- Interpretive Communication</li> <li>- Interpersonal Communication</li> <li>- Presentational Communication</li> </ul>	Understanding that games in Italy, whether card games, board games, or the lotteria, are primarily social vehicles for interaction, communication, and community building, rather than just solitary entertainment.	<p>Students will learn how to play Italian card games.</p> <p>Create dialogue with a partner about game playing or a pastime they enjoy - asking and answering questions.</p>

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				Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.			
Chi li ha visti	March	- Speak about different genres of film, comics, dialogues, conversations	- Cinema - Movies - Comics	<b>Standard 1:</b> Learners understand, interpret, and analyze what is heard, read,	- Interpretive Communication - Interpersonal Communication	Students will understand how Italy's history, politics, and daily life are	In pairs or small groups, students invent an original Italian movie idea. They must

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				received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources. <b>Standard 2:</b> Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.	- Presentational Communication	intrinsically woven into its cinematic narratives and artistic choices. Film is More Than Entertainment: Students will recognize cinema as a powerful tool for cultural interpretation and education.	design a movie poster and write a short "pitch" (a summary of the plot and themes) to present to the class in Italian.



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