TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Italian IV ACP
Grade 12

2026

Curriculum Writing Team

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Italian IV ACP
Grade 12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Course Overview: This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 "C's" of language learning. The conversational components will enhance speaking and listening strands as various activities will afford the students the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, as well as Italian literature through authentic resources. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to compare and contrast the Italian cultures to each other and to his or her own. The language lab will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics assigned in class. Prerequisite: Successful completion of Italian III with teacher recommendation.

Course Goals: In Italian IV ACP, students will:

- Expand their vocabulary and grasp of advanced grammar topics in Italian
- Improve their ability to speak with confidence and understand spoken Italian.
- Further develop their reading and writing skills
- Gain a deeper appreciation for the cultural richness of the Italian world.

Course Components:

1. **Speaking:**
    - Participate in conversations on a variety of topics.
    - Practice pronunciation and fluency through dialogues, presentations, and interactive activities.
    - Incorporate a broad range of vocabulary and expressions, showing advanced, highly effective use of vocabulary
    - Present original and researched content to the class in Italian on a variety of topics.
2. **Listening:**
    - Improve listening comprehension through audio materials, songs, and videos.

    - Engage in listening exercises featuring native speakers from different Italian-speaking regions.
    - Understand authentic audio and video resources, such as interviews.
3. **Reading:**
    - Read and analyze authentic texts such as articles, short stories, and excerpts from novels.
    - Explore online resources, including Italian websites and magazines, to understand current events and cultural trends.
4. **Writing:**
    - Write short essays, journal entries, and creative pieces in Italian.
    - Practice writing for different purposes, including formal and informal communication.

Cultural Exploration:

- **Products:** Study the tangible aspects of culture, such as cuisine, fashion, art, and technology.
- **Practices:** Learn about daily life, traditions, holidays, and social norms in Italy and its different regions.
- **Perspectives:** Understand the values, attitudes, and viewpoints that shape the experiences of Italian speaking communities.

Assessment and Evaluation:

- **Class Participation:** Active involvement in class discussions and activities, group projects and collaborative tasks.
- **Homework:** Regular assignments to reinforce classroom learning such as grammar practice and guided writing assignments.
- **Quizzes and Tests:** Periodic assessments to evaluate progress in all four language skills including vocabulary, grammar, reading comprehension and cultural content.
- **Projects:** Individual and group projects that incorporate language use and cultural understanding, as well as synthesizing learning.

Resources:

- Textbook and supplementary materials provided in class.
- Online Language Learning Platforms for additional practice and enrichment:
    - Conjuguemos: Excellent for verb conjugations practice.
    - Quizlet/ Kahoot/ Quizizz/ Blooket/ Puzzle.org: For creating and practicing vocabulary.
- Access to Italian media, including films, music, and news outlets.

By the end of this course, students will be better equipped to read, respond to, and create authentic materials in Italian. This will prepare them for advanced study and provide a strong foundation for using Italian in real-world contexts.

COURSE GOALS

The following Course Goals derive from the 2024 Connecticut K-12 World Language Standards.

GOAL AREA 1: Communication

- **Interpersonal**: Exchange information, express opinions, and support viewpoints in spontaneous spoken and written conversations.
- **Interpretive**: Derive meaning from authentic and adapted texts, audiovisual resources, and cultural media, identifying tone, intent, and nuanced meanings.
- **Presentational**: Deliver well-organized oral and written presentations on cultural topics, incorporating multimedia and demonstrating control of language structures and style.

GOAL AREA 2: Cultures

- **Practices to Perspectives**: Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.
- **Products to Perspectives**: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.

GOAL AREA 3: Connections

- **Making Connections**: Use Italian to explore and discuss topics from other disciplines—such as history, sociology, art, literature, and political science—enhancing understanding of both the subject matter and Italian language.
- **Acquiring Diverse Perspectives**: Access and analyze authentic Italian sources (e.g., articles, documentaries, interviews, podcasts) to gather information and viewpoints not available in English; evaluate how perspectives differ across languages and cultures.

GOAL AREA 4: Comparisons

- **Language Comparisons**: Analyze and reflect on differences and similarities between Italian and English in vocabulary, idiomatic expressions, grammatical structures, and stylistic choices to deepen understanding of how language shapes communication.
- **Cultural Comparisons**: Compare cultural beliefs, values, and traditions in Italian-speaking communities with those in the students' own culture. Use insights gained

through literature, film, current events, and personal reflection to broaden intercultural awareness.

GOAL AREA 5: Communities

- **School and Global Communities**: Use Italian to engage with local and global communities through interviews, collaborative projects, virtual exchanges, or participation in cultural events. Apply language skills beyond the classroom to explore real-world issues, traditions, and voices from the Italian-speaking world.
- **Lifelong Learning**: Reflect on personal growth in language proficiency and cultural understanding; explore opportunities for international travel, civic engagement, higher education, or careers where Italian can be used as a tool for global citizenship and meaningful connections.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- 3.2 **Knowledge Construction**
  - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
- 3.3 **Digital Tools**
  - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - 6.1 **Creativity and Innovation**
     - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
   - 6.2 **Digital-Age Communication**
     - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
   - 7.1 **Digital Citizenship**
     - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
   - 7.2 **Global Awareness**
     - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
   - 7.3 **Ethical Responsibility**
     - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

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COURSE ENDURING UNDERSTANDINGS

I. Language Acquisition & Communication:

- Proficient communication in Italian involves more than grammar and vocabulary; it requires the ability to interpret and use language appropriately in various cultural contexts, with sensitivity to tone, register, and audience.
- Deconstructing complex authentic texts (literary, journalistic, audiovisual) in Italian involves skills such as identifying point of view, making inferences, analyzing tone and rhetorical devices, and contextualizing meaning within cultural frameworks.
- The ability to express complex opinions, perspectives, and arguments in Italian—both orally and in writing—requires the strategic and creative use of advanced language structures, self-monitoring, and ongoing refinement.
- Effective intercultural communication in Italian demands openness to diverse perspectives, adaptability in language use, and an understanding of cultural norms to foster clarity and mutual respect.

II. Culture & Connections:

- The cultures of the Italian-speaking world are deeply rooted in regional histories, social dynamics, political developments, and artistic movements, creating diverse expressions of identity and values.
- Italian language is not only a means of communication but a key to understanding and engaging with the rich literary, cinematic, artistic, and culinary traditions that reflect and shape Italian cultural perspectives.
- Exploring contemporary global and social issues through Italian sources allows for a nuanced understanding of how those issues are experienced and interpreted within Italian society.
- Intercultural competence requires the ability to reflect critically on one's own cultural assumptions, engage empathetically with unfamiliar worldviews, and appreciate the complexity of cultural identity.

III. Comparisons & Communities:

- Comparing Italian and English (or other known languages) in terms of grammar, idioms, formal/informal usage, and rhetorical styles deepens metalinguistic awareness and highlights how language reflects cultural thinking.
- Meaningful engagement with Italian-speaking communities—whether in person, online, or through media—fosters authentic communication, cultural awareness, and a sense of global citizenship.
- Proficiency in Italian opens access to a wide array of educational paths, travel experiences, career opportunities, and intercultural relationships in an interconnected and multilingual world.

COURSE ESSENTIAL QUESTIONS

- How does an understanding of Italian social, historical, and cultural contexts enhance meaningful and appropriate communication in Italian?
- What strategies help learners interpret and analyze complex and authentic Italian texts (literary, journalistic, audio, and visual)?
- How can students move beyond basic expression to convey abstract, nuanced, and sophisticated ideas in Italian, both orally and in writing?
- How do historical, political, and regional factors shape the diversity and identity of communities in the Italian-speaking world?
- In what ways does the Italian language reflect cultural values, beliefs, and social dynamics?
- How are current global issues—such as migration, cultural identity, climate, or human rights—perceived and addressed in Italian society and media?
- How can studying Italian literature, film, music, and art promote a deeper understanding of Italy's cultural complexity?
- What can be learned about one's own culture by comparing and contrasting it with Italian customs, values, and perspectives?
- How does authentic engagement with Italian-speaking communities and materials enhance language proficiency and cultural literacy?
- How can proficiency in Italian support future academic, professional, and personal goals in a globalized world?

COURSE SKILLS

These skills align with the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness standards for Language Learning

By completion of the Italian IV ACP course, students will be able to function in the four modes of communication: **speaking**, **writing**, **listening**, and **reading**.

- **Speaking**: Students will be able to…
    - Initiate and sustain conversations using connected discourse in multiple time frames.
    - Express and support personal opinions on social, literary, and cultural themes presented in *Immagina*.
    - Participate in discussions, debates, and role-plays that reflect real-life and culturally authentic situations.
    - Narrate past experiences, describe present conditions, and hypothesize about future or imagined scenarios.

- **Writing**: Students will be able to…
    - Compose coherent, organized texts in multiple genres (e.g., narratives, persuasive essays, letters, character reflections).
    - Incorporate transitional language and rich vocabulary to convey meaning clearly and fluidly.

    - Develop arguments and analyses in response to literary texts, cultural themes, and societal issues.

- **Listening**: Students will be able to…
    - Comprehend the main ideas and supporting details of authentic audio and video materials (e.g., interviews, news reports, film excerpts) presented in *Immagina*.
    - Interpret tone, mood, and point of view in spoken texts.
    - Recognize regional accents and variations within Italian spoken in different contexts.
    - Use listening strategies such as predicting, note-taking, and paraphrasing to aid comprehension.

- **Reading**: Students will be able to…
    - Read and analyze a variety of authentic and adapted texts including articles, literary excerpts, biographies, and essays from *Immagina*
    - Identify main ideas, supporting details, and rhetorical structures in increasingly complex texts.
    - Interpret cultural and historical contexts embedded in the literature and informational texts.
    - Compare perspectives from different regions of the Italian-speaking world through thematic readings.

Vision of the Graduate Alignment

Italian 4 ACP carefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate through authentic communication, cultural exploration, collaboration, and reflection. Students develop communication skills, critical thinking, collaboration, and self-efficacy as they engage in meaningful language use and intercultural learning in real world contexts.

Vision of the Graduate Competency	How it is Embedded Throughout the Course
Communication	Students communicate in Italian through discussions, presentations, debates, cultural comparisons, and authentic writing tasks. They practice expressing opinions, active listening, and narrating in multiple time frames using advanced language functions.
Self-Efficacy	Students build confidence through independent speaking, research, and project-based tasks in real world contexts. Risk taking in the language, reflection and revision help students monitor growth and strengthen proficiency.
Critical Thinking & Problem Solving	Students analyze authentic texts, media, and cultural perspectives while interpreting meaning, comparing viewpoints, and supporting ideas with evidence. Students problem solve in real world communication scenarios and dialogues.
Collaboration	Pair and group activities are a crucial component in the classroom, encouraging teamwork, respectful discussion, peer feedback, and shared responsibility using the target language.
Growth Mindset	Students improve through consistent practice, revision, and reflection. Mistakes are viewed as part of the language-learning process and opportunities for growth.
Integrity	Students demonstrate academic honesty, respectful participation in class discussions, ethical technology use, and appreciation for diverse cultural perspectives.
Innovation	Creative projects such as multimedia presentations, podcasts, and digital storytelling encourage students to use language in original and meaningful ways.
Emotional Intelligence	Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives across Italian-speaking communities.

COURSE SYLLABUS

Course Name

Italian IV

Level

Advanced College Prep

Prerequisites

Successful completion of Italian III

General Description of the Course

Italian IV is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 "C's" of language learning. The conversational components will enhance speaking and listening strands as various activities will afford the students the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, as well as Italian literature through authentic resources. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to compare and contrast the Italian cultures to each other and to his or her own. The language lab will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics assigned in class.

Assured Assessments for each Marking Period

Formative Assessments:

- In class written responses
- In class spoken responses
- Workbook practice assignments
- Online workbook practice quizzes
- Class Participation

Summative Assessments:

- Unit Tests: Vocabulary, grammar, and content
- Skills-based assessment: Reading, writing, listening, or speaking task
- Unit Project: Creative or analytical task tied to unit themes
- Formal presentations and spontaneous conversations

Supplemental Texts & Resources

- Core Text: Immagina 2nd Edition
- Online textbook resources: Immagina 3d Edition
- Teacher selected articles from Italian media
- Supplementary materials including news articles, and visual art analysis.
- Online Language Learning Platforms:

    - Conjuguemos: Excellent for verb conjugations practice.
    - Edpuzzle/Quizlet/ Kahoot/ Quizizz/ Blooket/ Puzzle.org: For creating and practicing vocabulary.
- News & Media
    - EuroNews.com
- Cultural Resources:
    - Explore Italian music genres
    - Research Italian regional geography, history, and traditions.

Lezione 10

Prospettive Lavorative (Career Outlooks)

Unit Goals

At the completion of this unit, students will be able to:

- talk about different job occupations
- discuss searching for a job
- talk about people's roles in the workplace
- discuss finances
- discuss how to interview for a job
- talk about one's work experience
- read and respond to different job ads and opportunities

Standards
At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

GOAL AREA 1: Communication

- **Interpersonal: Engage in extended conversations about career goals, job experiences, and professional expectations; express and defend viewpoints on workplace culture and future employment trends; handle unexpected questions or complications in job interview scenarios.**
- **Interpretive**: **Analyze authentic texts such as job advertisements, professional emails, and employment regulations; interpret multiple perspectives on work-life balance, youth unemployment, and the evolving job market in Italy; identify and explain cultural attitudes toward professions and career preparation.**
- **Presentational: Deliver organized oral or written presentations on desired career paths, educational requirements, or the impact of technology on employment in Italian-speaking countries; write formal emails, resumés (CV), and cover letters in culturally appropriate formats; present comparative reflections on Italian and American workplace norms and expectations.**

GOAL AREA 2: Cultures

- **Practices to Perspectives**: Investigate culturally appropriate practices in the Italian workplace, including formal and informal language use, interview etiquette, and employee-employer interactions; explain how these behaviors reflect Italian societal values such as *la stabilità*, *il tempo libero*, and *il prestigio professionale*.

- **Products to Perspectives: Explore and analyze Italian career-related products such as *il curriculum vitae*, employment contracts, job postings, and professional associations; evaluate how these products reveal underlying perspectives on work ethic, hierarchy, and professional identity in Italian culture.**

GOAL AREA 3: Connections

- **Making Connections**: Access and analyze authentic resources related to careers and the job market in Italy—such as employment websites, professional interviews, job ads, and labor statistics—to enhance understanding of global career paths and economic trends.

- **Acquiring Diverse Perspectives:** Compare Italian and American attitudes toward work-life balance, youth employment, job security, and professional aspirations to gain insight into how cultural values influence workplace structures and expectations.

GOAL AREA 4: Comparisons

- **Language Comparisons**: Compare professional and formal language used in Italian résumés, job interviews, and workplace communication with equivalents in English, noting differences in structure, tone, and cultural expectations.
- **Cultural Comparisons: Investigate and compare cultural attitudes about career planning, education-to-work transitions, and gender roles in the workplace between Italy and the U.S., reflecting on how these differences shape young adults' career paths and long-term goals.**

GOAL AREA 5: Communities

- **School and Global Communities: Connect with Italian-speaking professionals, organizations, or digital communities to discuss work-related topics. Reflect on how engaging with Italian-speaking communities broadens intercultural understanding and prepares students for future academic, career, or travel opportunities.**
- **Lifelong Learning**: Apply knowledge of Italian workplace culture, job sectors, and professional etiquette to explore personal career interests and global job opportunities. Use Italian to research internships, volunteer opportunities, or academic programs in Italian-speaking regions.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. **Empowered Learner**
    - 1.1 **Learning Goals**

        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
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        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

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        - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
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        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
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        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
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        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
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    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

Unit Essential Questions - Lezione 10 - *Prospettive Lavorative* (Career Outlooks)

- What factors influence your career choices?
- How do you envision your professional life five or ten years from now?
- How might specific training or studying abroad change your career opportunities?
- What are the advantages and disadvantages of moving to another country for work?
- How can you plan or prepare to enter the workforce in your chosen field?

Unit Scope and Sequence – Lezione 10: *Prospettive lavorative* (Career Outlooks)

Key Grammar & Vocabulary:

- Italian vocabulary related to professions, education, and the workplace
- Discussing career goals and job preferences
- Understanding authentic readings about professional life and job markets
- Viewing and analyzing a short film (Cortometraggio) on the theme of work/careers
- Expressing future plans using the future tense
- Using modal verbs (dovere, potere, volere) with infinitives to express intentions and obligations
- Exploring cultural differences in the job application process (e.g., CV/resumé styles, internships, workplace norms)
- Debating the impact of emigration on Italian society
- Writing and speaking about hypothetical career paths and aspirations
- Reflecting on personal educational and professional development goal

- Incorporating the Cortometraggio entitled “Rischio D’Impresa” on the theme of work-life balance of working mothers in the modern world
- Use of the conditional tense to express career aspirations, polite requests, and hypothetical situations (e.g., *Vorrei fare il medico.*)
- Passato prossimo vs. imperfetto to describe past work experiences or job conditions (e.g., *Ho lavorato in un’azienda per due anni.* vs. *Lavoravo spesso fino a tardi.*)

Key Cultural and Historical concepts and knowledge:

- Work-Life Balance: Italian work culture often emphasizes quality of life, longer lunch breaks (*la pausa pranzo*), and generous vacation time (*ferie*), compared to the more fast-paced, productivity-driven model of the U.S.
- Youth Unemployment: Italy has historically struggled with high youth unemployment, particularly in the southern regions (*il Mezzogiorno*), leading many young Italians to emigrate in search of better opportunities.
- "Il posto fisso" vs. Flexible Work: The idea of *il posto fisso* (a stable, permanent job) has been culturally ingrained as a desirable goal, although modern economic changes are shifting perspectives toward more flexible or freelance employment.

Interpersonal Communication:

- Engage in spontaneous and extended conversations about career goals, personal job preferences, workplace dynamics, and future aspirations, using a range of verb tenses (present, future, conditional).
- Discuss social issues such as unemployment, gender roles in the workplace, and labor rights, expressing and supporting opinions with appropriate vocabulary.
- Role-play job interviews and networking scenarios using formal and informal registers in culturally appropriate ways.
- Ask and respond to open-ended questions about education, skill development, and professional opportunities across different regions of Italy and the world.

Presentational Communication:

- Write structured essays or journal entries analyzing challenges in the Italian labor market and comparing them to students' own experiences or countries.
- Create and deliver oral presentations on a dream career path, incorporating relevant vocabulary, idiomatic expressions, and complex sentence structures.
- Write a cover letter (*una lettera di presentazione*) or résumé (*un curriculum vitae*) tailored to a specific job posting in Italy.
- Present a researched comparison of traditional and modern Italian work values or economic sectors in northern vs. southern Italy.

Interpretive Communication:

- Interpret interviews, articles, job listings, or short films related to employment, training, or Italian economic trends, such as the Cortometraggio "Rischio d'Impresa"
- Analyze authentic media (videos, news clips, blogs) about workplace environments, labor protests, or youth perspectives on employment in Italy.
- Draw connections between historical labor trends (e.g., *il posto fisso*, migration for work) and today's shifting job landscape in Italy and the European Union.
- Examine how cultural values such as family, regional identity, and education influence professional choices and expectations in Italian society.

Unit Assured Assessments:

Formative Assessments

Students will complete a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of *Lezione 10 – Career Outlooks*. These assessments focus on vocabulary acquisition, grammatical mastery (future tense, modal verbs, etc.), and cultural analysis related to the world of work. These will include:

- **In-class written responses**
  Students will respond to prompts such as describing their ideal job, future career plans, or the pros and cons of working abroad. They will also complete short written reflections on readings related to professional life, or incorporate short films such as the textbook series' Cortometraggio (short film) entitled *"Rischio d'Impresa*" discussing the topics of work-life balance and the challenges of being a working mother in the modern world. Students will also write a response to the *cortometraggio*, analyzing the characters' motivations and career choices.
- **In-class spoken responses**
  Students will participate in pair or small group conversations on topics like job interviews, workplace environments, and long-term career goals. Structured dialogues will include the use of future and modal verbs to express hopes, intentions, and obligations (e.g., "Vorrò studiare medicina perché…").
- **Online Supersite practice and quizzes**
  Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.
- **Edpuzzle/Quizlet Live / Kahoot vocabulary and grammar games**
  Interactive, real-time vocabulary and grammar reviews using platforms like Quizlet Live and Kahoot will help students internalize key terms and structures in an engaging, low-pressure format.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a content grade based on the work submitted reflecting the accuracy, effort, and use of target language. Students will complete approximately 10–15 formative assessments per marking period, all designed to reinforce communication skills, cultural understanding, and linguistic competence in Italian.

Summative Assessments

These summative assessments will count for 60% of the marking period grade.

The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to career outlooks. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

Components of the Summative Assessment

Interpretive Task

- Students read an authentic or adapted Italian text about careers or work culture (e.g., a short article about internships abroad or job market trends).
- They answer comprehension questions, including multiple choice, short answer, and vocabulary-in-context.
- listening component: an audio clip and/or authentic media video about work or study abroad with accompanying questions.

Interpersonal Task

- Students participate in a structured oral interview or dialogue with the teacher or a peer.
- Prompts focus on discussing personal career goals, future plans, and training or education paths.
- Emphasis on correctly using future tense to express intentions, possibilities, and obligations.

Presentational Speaking Task

- Students prepare and deliver a 2–3 minute oral presentation and/or dialogue with a partner describing their envisioned career path.
- They must incorporate vocabulary from the unit and use the future tense with regular and irregular verbs accurately.
- The presentation/dialogue can be recorded or live, followed by brief Q&A.

Presentational Writing Task

- Students write a short essay, email or letter, outlining their professional aspirations and how they plan to achieve them.
- The writing should include unit vocabulary and grammatical structures covered in the lesson.
- Grammar, vocabulary, organization, and cultural content will be assessed.

Resources

Core

- Vista Higher Learning textbook **Immagina 2nd Edition**
- Vista Higher Learning Supersite **Immagina 3d edition**

Supplemental:

- *Italian Verb Drills, Premium Fifth Edition. Paola Nanni-Tate. McGraw Hill. Fifth Edition*
- *Conversational Italian Dialogues: Over 100 Italian Conversations and Short Stories.* Lingo Mastery.
- *Ace the AP Italian Language and Culture Exam, 4th Edition.* Edizioni Farinelli 2017.
- *ItalianPod101* (Website & YouTube)
- *www.conjuguemos.com* (Italian section) Verb conjugation drills, vocabulary quizzes, and listening practice aligned with classroom content.
- *Museo Nazionale del Cinema* – TorinoWebsite: https://www.museocinema.it

Time Allotment

Approximately 6-7 Weeks

Lezione 8

Le ricchezze culturali e storiche (Cultural and Historical Riches)

Unit Goals

At the completion of this unit, students will be able to:

- Analyze key characteristics of Italian Renaissance art, including artistic techniques and cultural significance.
- Express personal preferences and emotional reactions to various works of art and architecture.
- Compare different artistic styles and discuss their evolution and cultural context.
- Engage in formal and informal discussions about art using appropriate vocabulary and structures, including the present and past subjunctive.
- Demonstrate understanding of the role of art in Italian cultural heritage through interpretive and presentational tasks.

Standards

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

GOAL AREA 1: Communication

- **Interpersonal: Engage in extended discussions about Renaissance art and architecture, expressing personal reactions and aesthetic preferences using appropriate cultural and historical context.**
- **Interpretive**: **Analyze texts and media related to Italian artistic heritage, including museum exhibits, artist biographies, and critical essays.**
- **Presentational: Deliver organized, insightful presentations on key figures, works of art, and historical themes of the Italian Renaissance, using the subjunctive mood where appropriate**.

GOAL AREA 2: Cultures

- **Practices to Perspectives**: **Examine the role of art and architecture in shaping Italian identity and everyday life, including how the Renaissance period continues to influence contemporary cultural values.**

- **Products to Perspectives: Explore the evolving significance of cultural products such as paintings, cathedrals, frescoes, and sculptures across historical periods and in present-day Italy.**

GOAL AREA 3: Connections

- **Making Connections**: **Draw interdisciplinary connections between Italian Renaissance art and subjects such as history, literature, philosophy, and religion.**

- **Acquiring Diverse Perspectives: Use Italian-language sources to research key figures (e.g., Michelangelo, Brunelleschi, Leonardo da Vinci) and the societal values reflected in their work.**

GOAL AREA 4: Comparisons

- **Language Comparisons**: Analyze the specific vocabulary and idiomatic expressions used in Italian to discuss art, history, and cultural heritage, noting differences from English.

- **Cultural Comparisons:** Compare Italian cultural attitudes toward preservation and celebration of historical monuments and artworks with those of the student's own culture.

GOAL AREA 5: Communities

- **School and Global Communities:** Participate in classroom or community projects that promote awareness of Italian Renaissance art and its global influence.
- **Lifelong Learning**: **Use Italian to explore personal interests related to art, architecture, and history through travel, academic study, or digital resources.**

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. **Empowered Learner**
    - 1.1 Learning Goals
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**

        - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
    - 3.3 **Digital Tools**
        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**

        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

Unit Essential Questions

- What are some of the great discoveries of the 15th century and how have they influenced our society?
- How do we know when society is undergoing a major transformation?
- How does art help us understand different cultures?
- What elements make a work of art impactful or memorable?
- What is the lasting legacy of an artist like Leonardo da Vinci and how does his artistic evolution represent cultural changes of his time?
- How can we use art to express our own perspectives and feelings?

Unit Scope and Sequence – Lezione 8: *Le ricchezze culturali e storiche* (Cultural and Historical riches)

Key Grammar & Vocabulary:

- Italian vocabulary related to history, literature, art and artists
- Discussing the origins and impact of the Italian Renaissance
- Understanding the historical time through which the Renaissance in Italy flourished
- Viewing and analyzing a paintings, architecture and sculptures of the Renaissance style
- Expressing one's opinion about a masterpiece using the "Secondo me…" format
- Using passato prossimo and imperfetto to describe past historical events
- Comparatives and superlatives to compare styles, periods and artists

Key Cultural & Historical Knowledge:

- The Italian Renaissance was a transformative cultural movement that marked a revival of classical learning, art, and humanism in Italy.
- Italy was home to some of the most influential artists and thinkers, including Leonardo da Vinci, Michelangelo, Raphael, and Botticelli.
- Renaissance art is characterized by realism, perspective, anatomical accuracy, and a focus on human emotion and beauty.

- Italy boasts numerous UNESCO World Heritage Sites, including cities like Florence, Rome, Venice, and monuments like the Colosseum and the Leaning Tower of Pisa.
- Preservation of cultural heritage involves restoration efforts, museum curation, and balancing tourism with conservation.
- The Renaissance emerged in a period of political fragmentation in Italy but also of growing trade and wealth, which funded artistic patronage by families like the Medici.
- The period also saw the rise of humanism, which emphasized the potential and dignity of the individual, shifting focus from solely religious subjects to secular themes.

Interpersonal Communication:

- Engage in spontaneous and extended conversations about Renaissance art, artists, and architecture, comparing historical movements and personal aesthetic preferences.
- Express opinions, preferences, and emotions regarding famous works of Italian art and architecture using subjunctive constructions.
- Discuss the impact of cultural heritage on modern identity and the importance of preserving historical monuments.
- Ask and answer questions in discussions about the lasting legacy of artists such as Leonardo da Vinci, Michelangelo, and Raphael.
- Role-play as artists, art critics, or museum curators to simulate interviews, critiques, and panel discussions.
- Compare Renaissance artistic values with contemporary cultural expressions in Italy and in students' own cultures.

Presentational Communication:

- Deliver a well-organized presentation or recorded video on a Renaissance artist (e.g., Leonardo da Vinci, Botticelli, Michelangelo), highlighting their most famous works and their cultural significance.
- Write a detailed essay or blog post analyzing how a specific artwork reflects the values of the Italian Renaissance.
- Create and present a digital or physical exhibition (e.g., "Virtual Renaissance Museum") showcasing selected masterpieces and explaining their historical context.
- Compose and present an art critique using formal language, including expressions of opinion, doubt, and emotion, incorporating subjunctive mood structures.
- Write a comparative analysis of Renaissance art and a modern artistic movement, demonstrating understanding of cultural evolution and aesthetics.
- Present biographical information about major figures from the Renaissance and explain how their contributions still influence today's society.

Interpretive Communication:

- Analyze authentic texts (e.g., museum descriptions, artist biographies, historical essays) to extract key information about major Renaissance figures and their contributions.
- Interpret short documentary segments, interviews, or guided virtual museum tours in Italian, identifying main ideas and supporting details.
- Recognize authorial tone and cultural perspectives in articles about the preservation of cultural heritage in Italy.
- Compare visual elements (color, composition, symbolism) across multiple works of art using descriptive and critical vocabulary.
- Identify historical references and cultural values embedded in Italian Renaissance artworks and architectural styles.
- Demonstrate understanding of how Italians present and discuss their cultural heritage by analyzing tourist brochures, museum websites, and educational media in Italian.
- Draw connections between Renaissance ideals and the content of literary or informational texts, highlighting their relevance to modern Italian identity.

Unit Assured Assessments

Formative Assessments Lezione 8: *Le Ricchezze culturali e storiche*

Students will complete a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of *Lezione 8 – Cultural and Historical riches*. These assessments focus on vocabulary acquisition, grammatical mastery and cultural analysis related to the world of art and include:

- **In-class written responses**
  Students will respond to prompts such as describing their favorite piece of art and favorite book. They will also complete short written reflections on readings and videos (EdPuzzle; Florence - the heart of the Renaissance) related to Italian Renaissance masterpieces. Students will also write a response to the *cortometraggio,* analyzing the characters' motivations and career choices.
- **In-class spoken responses**
  Students will participate in pair or small group conversations on topics like favorite works of art, favorite books, favorite pieces of architecture. Structured dialogues will include the use of future and modal verbs to express hopes, intentions, and obligations (e.g., “Vorrò visitare la Galleria degli Uffizzi perché…”).
- **Online Supersite practice and quizzes**
  Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.
- **EdPuzzle / Quizlet Live / Kahoot vocabulary and grammar games**
  Interactive, real-time vocabulary and grammar reviews using platforms like Quizlet Live

and Kahoot will help students internalize key terms and structures in an engaging, low-pressure format.

These formative assessments will be graded as informal assessments, which count for 30% of the marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a content grade based on the work submitted reflecting the accuracy, effort, and use of target language. Students will complete approximately 10-15 formative assessments per marking period, all designed to reinforce communicative skills, cultural understanding, and linguistic competence in Italian.

Summative Assessment Plan – Lezione 8: *Le Ricchezze Culturali e Storiche*

The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to career outlooks. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

Components of the Summative Assessment

Interpretive Task

- Students read an authentic or adapted Italian text about the Italian Renaissance or an Italian Renaissance masterpiece (e.g., La mano che ubbidisce all'intelletto - reading from Immagina textbook about the statue David).
- They answer comprehension questions, including multiple choice, short answer, and vocabulary-in-context.
- listening component: an audio clip and/or authentic media video about Italian Renaissance, masterpieces or the history of the city of Florence with accompanying questions.

Interpersonal Task

- Students participate in a structured oral interview or dialogue with the teacher or a peer including a discussion on one's favorite Renaissance masterpiece.
- Prompts focus on discussing personal connections to art and literature.
- Emphasis on correctly using subjunctive and modal verbs to express opinions regarding art and literature.

Presentational Speaking Task

- Students prepare and deliver an oral presentation and/or dialogue describing an Italian Renaissance work of art or artist that they connect with and why.

- They must incorporate vocabulary from the unit and use infinitives and verbs followed by prepositions accurately.

- The presentation/dialogue can be recorded or live, followed by brief Q&A.

Presentational Writing Task

- Students write a short essay associated with an Italian masterpiece describing how the work of art connects with themselves.
- The writing should include unit vocabulary and grammatical structures covered in the lesson.
- Grammar, vocabulary, organization, and cultural content will be assessed.

Resources

Core

- Vista Higher Learning textbook **Immagina 2rd Edition**
- Vista Higher Learning Supersite **Immagina 3d edition**

Supplemental:

- *Italian Verb Drills, Premium Fifth Edition. Paola Nanni-Tate. McGraw Hill. Fifth Edition*
- *Conversational Italian Dialogues: Over 100 Italian Conversations and Short Stories.* Lingo Mastery.
- *Ace the AP Italian Language and Culture Exam, 4th Edition.* Edizioni Farinelli 2017.
- Musei Vaticani - Virtual Tours; museivaticani.va
- RAI Cultura - Rinascimento

Time Allotment

- Approximately 6-7 Weeks

Lezione 4

Il Valore delle idee (The Value of Ideas)

Unit Goals

At the completion of this unit, students will be able to:

- Interpret and analyze authentic texts and media about justice, politics, and the power of ideas.
- Use the present subjunctive to express opinions, doubts, emotions, and recommendations.
- Engage in conversations about personal beliefs, civic values, and ethical dilemmas using thematic vocabulary.
- Compare Italian and global perspectives on freedom, activism, and political systems, drawing on cultural and historical contexts.
- Present oral and written reflections on the social impact of ideas, demonstrating cultural understanding and grammatical accuracy.
- Interpret and analyze authentic texts and media about justice, politics, and the power of ideas.

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

GOAL AREA 1: Communication

- **Interpersona**l: **Engage in extended conversations about civic values, ethics, justice, and activism; express and support opinions using the present subjunctive; ask and answer questions to clarify beliefs and negotiate meaning.**
- **Interpretive**: Analyze authentic texts (e.g., articles, speeches, films) on political movements and social change; interpret tone, intent, and cultural perspectives.
- **Presentational**: **Deliver formal oral and written presentations expressing personal beliefs and social critiques; support claims with textual and cultural evidence.**

GOAL AREA 2: Cultures

- **Practices to Perspectives**: Investigate how Italians express civic identity through protest, political engagement, and public discourse.

- **Products to Perspectives: Examine how Italian literature, film, and art reflect attitudes toward justice, freedom, and activism.**

GOAL AREA 3: Connections

- **Making Connections**: Deepen understanding of political theory, social movements, and civil rights by engaging with Italian-language sources.

- **Acquiring Diverse Perspectives: Compare different cultural and ideological viewpoints regarding civil liberties and the role of government.**

GOAL AREA 4: Comparisons

- **Language Comparisons**: Analyze how Italian uses the subjunctive mood and compare to students' native language structures.
- **Cultural Comparisons: Explore similarities and differences between Italian and American values related to law, justice, and activism.**

GOAL AREA 5: Communities

- **School and Global Communities:** Apply understanding of Italian civic and political perspectives to real-world issues and current events.

- **Lifelong Learning**: Develop intercultural insights and global awareness through the exploration of political expression and ethical beliefs in Italy.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- 2.2 **Digital Health and Wellness**
  - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.3 **Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   - 3.2 **Knowledge Construction**
     - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
   - 3.3 **Digital Tools**
     - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - 6.1 **Creativity and Innovation**
     - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
   - 6.2 **Digital-Age Communication**
     - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
   - 7.1 **Digital Citizenship**
     - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 7.2 **Global Awareness**
  - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
- 7.3 **Ethical Responsibility**
  - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

Unit Essential Questions

Essential Questions – Lezione 4 - *Il Valore delle Idee*

- What role do personal beliefs and values play in shaping political and social actions?
- How do societies define and defend justice, freedom, and human rights?
- In what ways can individuals influence change through activism and civic engagement?
- How do historical and contemporary political movements reflect cultural values and national identity?
- How does the use of language (e.g., rhetoric, persuasive speech) impact the power and spread of ideas?

Unit Scope and Sequence – Lezione 4: *Il Valore delle Idee* (The Value of Ideas)

Key Grammar & Vocabulary:

- Politics and government
- Laws and justice
- Civil liberties and human rights
- Activism and social movements
- Vocabulary related to politics, justice, civil rights, and activism
- Expressions of opinion, doubt, emotion, and necessity using the "*secondo me*…" construction
- Exploring the role of political systems and civic institutions in Italy and beyond
- Analysis of the short film (cortometraggio) *Mare Nostro* exploring justice, conflict, and/or social activism

Key Cultural and Historical concepts and knowledge:

- La Resistenza italiana: Understand the historical significance of the Italian Resistance during World War II and its impact on Italy's identity, politics, and collective memory.
- The role of Italian politics: Examine how postwar political structures and ideologies (e.g., democracy, fascism, socialism) have shaped modern Italian society.
- Civil rights and personal freedoms: Explore the development of civil rights in Italy and how legal and political systems protect (or limit) individual freedoms.

- Activism and civic engagement: Analyze the role of activism, protests, and political engagement in effecting societal change in Italy and globally.

Interpersonal Communication:

- Engage in spontaneous and extended conversations about political opinions, social justice, and civil rights, expressing agreement, disagreement, and personal beliefs using appropriate vocabulary and present/past tense structures.
- Conduct formal and informal interviews discussing values such as freedom, equality, and justice, asking and responding to questions about political systems, influential leaders, and civic responsibilities.

Presentational Communication:

- Write well-structured opinion essays or argumentative pieces on social or political issues (e.g., voting rights, justice reform), using present and past tense verbs and relevant terminology from the lesson.
- Deliver oral presentations/audio recordings that describe personal viewpoints or summarize historical political events or figures (e.g., *i diritti umani*, *i dittatori*, *la giustizia*), using varied sentence structures, chapter specific vocabulary and persuasive language.
- Create written or spoken narratives that reflect personal experiences or imagined scenarios related to standing up for a cause or witnessing injustice

Interpretive Communication:

- Interpret informational texts and dialogues that explore political structures, civic engagement, and civil rights movements, identifying the main idea, supporting details, and cultural perspectives conveyed in the text.
- Interpret the short film “Mare Nostro”, analyzing the themes of immigration, fear, compassion, and moral responsibility through the visual and emotional language of the cortometraggio.Identify the central conflict and message conveyed by the director, interpreting character reactions, visual symbolism, and setting as tools for social commentary.
- Understand and interpret authentic materials such as political speeches, protest posters, or articles about Italian and global activism, using context clues and cultural knowledge to deepen comprehension.

Unit Assured Assessments: Lezione 4 - *il Valore delle Idee*

Formative Assessments: Lezione 4 - *il Valore delle Idee*

Students will have a variety of in-class and out-of-class formative assessments aligned with the themes of justice, freedom, civic responsibility. These activities reinforce vocabulary, grammar, and cultural analysis through multiple communication modes.

- **In-class written responses**
  Based on the lesson's core themes and grammar structures, students will complete writing prompts such as responding to ethical scenarios (e.g., "What should a citizen do if their

rights are violated?"). Expressing personal beliefs about justice and civic duty using phrases such as "Secondo me…", or "Nella mia opinione…" Writing a reflection after watching the cortometraggio *Mare Nostro*, analyzing the impact of greed and exploitation.

- **In-class spoken responses**
  Students will debate civic topics using expressions of doubt, necessity, or opinion (e.g., *È importante…, È necessario….)* Students will role-play interviews as political candidates or social activists. Students will participate in class discussions about justice and fairness in both Italian and U.S. society.

- **Online Supersite practice and quizzes**
  Through the Supersite or online platform, students will complete practice activities with embedded feedback. These quizzes focus on vocabulary, grammar use, cultural content, and interpretive reading. Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.

- **EdPuzzle / Quizlet Live / Kahoot games** – Interactive games will allow students to practice new vocabulary (e.g., *la libertà*, *l'ingiustizia*, *i diritti umani*) and grammatical structures with real-time feedback.

These formative assessments will be graded as informal assessments, which count for 30% of the marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a content grade based on the work submitted reflecting the accuracy, effort, and use of target language. Students will complete approximately 10-15 formative assessments per marking period, all designed to reinforce communicative skills, cultural understanding, and linguistic competence in Italian.

Summative Assessments: Lezione 4 - *il Valore delle Idee* (The Value of Ideas)

Components in the Summative Assessment

Interpretive Task

- Students analyze an authentic or adapted Italian text on a theme such as activism, justice, or political thought (e.g., news articles, excerpts from *Mare Nostro*, or historical documents).
- Students listen to authentic or semi-authentic media (e.g., interviews with political figures, short news reports, or civic campaign videos), then answer comprehension and inference-based questions.
- Include multiple choice, short answer, and vocabulary-in-context questions assessing both literal and interpretive understanding.

Interpersonal Task

- Students participate in peer dialogue or one-on-one interviews with teachers on the topic of civic values, current social or political issues, personal views on justice and activism.
- Students will support ideas and respond to opposing views on lesson topics.

Presentational Speaking Task

- Students prepare and deliver a 2–3 minute oral presentation (individual or pair) on a political or civic issue students care about, using advanced grammar and political vocabulary.

Presentational Writing Task

- Students write an essay responding to a cultural prompt such as: *"What is the role of justice in a democratic society?" or "How can young people bring about political change?"*
- Students will record an oral version of their written response in the Language Lab, demonstrating both written and spoken presentational skills.
- Students will write and present a persuasive speech (in groups or individually) on a civic issue they care about. The speech must include advanced grammatical structures, political vocabulary, and cultural references from class (e.g., from *Mare Nostro* or other relevant readings). Presentations may be recorded in the Language Lab or performed live in class in small groups.

Resources

Core

- Vista Higher Learning textbook **Immagina 2rd Edition**
- Vista Higher Learning Supersite **Immagina 3d edition**

Supplemental:

- *Italian Verb Drills, Premium Fifth Edition. Paola Nanni-Tate. McGraw Hill. Fifth Edition*
- *Conversational Italian Dialogues: Over 100 Italian Conversations and Short Stories.* Lingo Mastery.
- *Ace the AP Italian Language and Culture Exam, 4th Edition.* Edizioni Farinelli 2017.
- *RAI Cultura / RAI Scuola Website:* **raicultura.it.** Videos, interviews, and programs on Italian society, politics, and migration.

Time Allotment

- Approximately 6-7 Weeks

Lezione 7

Le scienze e la tecnologia (Science & Technology)

Unit Goals
At the completion of this unit, students will be able to:

- Talk about scientific innovations and technological advances
- Express and support opinions about the impact of science and technology on society
- Use the future tense to describe upcoming developments or personal plans
- Use the conditional tense to hypothesize about scientific discoveries or ideal innovations
- Understand and interpret written and spoken texts related to scientific ethics, inventions, and digital culture
- Use vocabulary related to computers, communication, research, and the digital world
- Engage in discussions about ethical dilemmas in science and technology using appropriate expressions and grammar

Standards:
At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

GOAL AREA 1: Communication

- **Interpersonal: Engage in conversations about scientific and technological innovations and their impact on daily life and society; ask and respond to questions about ethical issues in science and technology; express opinions, agree/disagree, and justify positions using subjunctive and conditional tenses.**
- **Interpretive:** Interpret articles, infographics, and videos related to science, health, space exploration, and digital culture; analyze authentic texts and media to identify the purpose, perspective, and cultural implications of technological advancements.
- **Presentational: Deliver oral and written presentations on topics such as medical innovations, artificial intelligence, or the ethics of technology; use formal structures and vocabulary to present hypotheses, express uncertainty, and cite evidence.**

GOAL AREA 2: Cultures

- **Practices to Perspectives**: Investigate how Italians interact with science and technology in daily life (e.g., digital habits, medical systems, space research), and explain how these practices reflect deeper values such as innovation, caution, and the preservation of human connection in an increasingly digital world.

- **Products to Perspectives:** Analyze how Italian literature, film, journalism, and media portray scientific and technological progress, and evaluate how these products reflect

societal attitudes toward ethics, change, and the balance between tradition and innovation.

GOAL AREA 3: Connections

- **Making Connections**: Integrate Italian into STEM-related learning by exploring scientific advancements, ethical debates in medicine, and the role of technology in education and communication; produce interdisciplinary projects that connect science, culture, and language.

- **Acquiring Diverse Perspectives: Investigate global issues such as digital privacy, artificial intelligence, or medical innovation using authentic Italian sources; compare how Italian and international media, scientists, and the public respond to technological progress and its impact on society.**

GOAL AREA 4: Comparisons

- **Language Comparisons**: Reflect on how Italian expresses technological and scientific concepts compared to English; examine the use of formal vs. informal registers in scientific discourse, and compare grammatical structures such as the passive voice, the subjunctive in hypotheses, and specialized vocabulary.

- **Cultural Comparisons: Analyze Italian and American attitudes toward innovation, scientific research, and ethical dilemmas in technology; evaluate how societal values shape public discourse around medical advances, environmental responsibility, and the use of digital tools in daily life.**

GOAL AREA 5: Communities

- **School and Global Communities:** Use Italian to investigate and discuss technological advances and scientific developments through virtual collaborations, interviews with professionals, or community outreach projects; connect with STEM-related guest speakers or participate in science-focused cultural events.

- **Lifelong Learning**: **Reflect on the role of science and technology in everyday life; explore how Italian proficiency can support future careers in STEM fields, study abroad programs, or international research opportunities.**

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. **Empowered Learner**

- 1.1 **Learning Goals**
  - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
- 1.2 **Digital Age Learning**
  - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 **Personalized Learning**
  - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - **Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.**
   - 2.2 **Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - 2.3 **Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits**.
   - 3.2 **Knowledge Construction**
     - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
   - 3.3 **Digital Tools**
     - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - **Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**
5. **Computational Thinker**
   - 5.1 **Computational Thinking**

        - **Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

Unit Essential Questions - Lezione 7: *Le scienze e la tecnologia* (Science & Technology)

1. How do science and technology shape our future?
2. What ethical responsibilities come with these advances?

Unit Scope and Sequence - Lezione 7: *Le scienze e la tecnologia* (Science & Technology)

Key Grammar & Vocabulary:

- Vocabulary related to science, technology, inventions, computers, and digital communication
- Use of the future tense to describe upcoming scientific discoveries and personal plans
- Use of the conditional tense to express hypothetical situations and possibilities in science and technology
- Discussing the ethical implications of scientific advancements and technology in society
- Reading and interpreting authentic texts on topics such as innovation, research, and digital culture

- Listening comprehension activities and authentic media involving discussions or interviews about technology's impact
- Engaging in spoken dialogues and debates about the benefits and challenges of new technologies
- Writing exercises focused on expressing opinions about scientific progress and ethical responsibilities
- Cultural exploration of Italy's contributions to science and technology and comparisons to other countries

Key Cultural and Historical concepts and knowledge:

- Contemporary Scientific Advancements in Italy: Explore modern research and technological developments in Italy, including advances in robotics (e.g., *Istituto Italiano di Tecnologia*), biomedical research, and environmental sustainability.
- The Ethical Debate Surrounding Technology: Analyze cultural attitudes in Italy regarding ethical questions tied to artificial intelligence, genetic modification, and data privacy. Compare Italian perspectives with those of other countries.
- Technology in Italian Daily Life: Investigate how Italians use technology in education, communication, and transportation.
- Discuss generational differences in technology use and the influence of regional disparities (urban vs. rural access).
- Media and Innovation in Italy: Explore the evolution of digital media, film production, and the role of Italian innovation in communications
- Globalization and the Italian Tech Industry: Evaluate Italy's role in the European tech market, its participation in EU-funded science initiatives, and the global impact of Italian-designed technologies and inventions.

Interpersonal Communication:

- Participate in discussions about current technological advances and their impact on daily life, education, health, and society in both Italy and the United States.
- Engage in debates or partner conversations about ethical issues in science and technology (e.g., artificial intelligence, genetic research, privacy, surveillance).
- Interview classmates about their use of technology and attitudes toward digital innovation in education, communication, and health care.
- Collaborate on problem-solving tasks such as proposing sustainable tech solutions for societal or environmental issues, using targeted vocabulary and grammar
- Express and support personal opinions about the role of science and innovation in modern life, using appropriate discourse strategies, transitional phrases, and thematic vocabulary.
- Role-play scenarios such as speaking at a science expo, defending a controversial scientific project, or working as a journalist interviewing a scientist about their discoveries.

Presentational Communication:

- Deliver structured oral presentations or speeches on a scientific breakthrough, emerging technology, or environmental innovation, using specialized vocabulary and advanced grammar.
- Create and present multimedia projects or slideshows comparing Italian and global advancements in science and technology, incorporating authentic images, articles, or video clips.
- Write a well-organized article, report, email or blog post that explains the societal impact of a scientific discovery, expressing cause and effect and offering personal opinions or evaluations.
- Compose persuasive or argumentative essays on ethical issues related to science and technology (e.g., AI, genetic engineering, sustainability), citing cultural examples from Italian sources or media.

Interpretive Communication:

- Analyze authentic Italian texts, articles, and reports on scientific topics such as renewable energy, medical advances, or digital innovation, identifying main ideas, supporting details, and cultural perspectives.
- Interpret multimedia materials including interviews, documentary clips, or news segments about technological developments and their societal implications.
- Evaluate diverse viewpoints presented in Italian media regarding ethical issues like privacy, artificial intelligence, and environmental responsibility.
- Use contextual clues and prior knowledge to infer meaning of specialized vocabulary and complex grammatical structures (e.g., subjunctive, passive voice) in authentic materials.
- Summarize and synthesize information from multiple Italian sources to understand broader themes related to science, technology, and culture.

<u>Unit Assured Assessments</u>

Formative Assessments:

Students will have a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of Lezione 7 - le scienze e la tecnologia. These assessments focus on vocabulary acquisition, grammatical mastery, and cultural analysis related to the field of work. These will include:

- **In-class written responses**
  Students will be given writing prompts such as describing a scientific invention, explaining how technology impacts daily life, or hypothesizing about future scientific discoveries using the future and conditional tenses.
- **In-class spoken responses**
  Students will participate in pair or small group discussions about their opinions on ethical issues in technology, role-play interviews about their ideal invention, or debate the pros and cons of technological advances.

- **Online Supersite practice and quizzes**
  Students will access additional practice and study materials via the online textbook's Supersite platform to deepen their understanding of vocabulary, grammatical structures like the future and conditional tenses, and cultural content. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.
- **Quizlet Live / Kahoot/Edpuzzle**
  Interactive in-class games will allow students to practice new vocabulary and grammatical structures in real-time with immediate feedback, enhancing retention and engagement.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a content grade based on the work submitted reflecting the accuracy, effort, and use of target language. Students will complete approximately 10–15 formative assessments per marking period, all designed to reinforce communication skills, cultural understanding, and linguistic competence in Italian.

Summative Assessments

These summative assessments will count for 60% of the marking period grade.

The summative will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to science and technology. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

Components of Summative Assessment

Interpretive Task

- Students will analyze authentic Italian texts, multimedia, and the *Lezione 7* cortometraggio *"L'età del fuoco"* along with clips from the film *Big Hero 6*.
- Comprehension questions will assess understanding of main ideas, vocabulary, cultural context, and ethical issues related to science and technology.

Interpersonal Task

- Students engage in dialogues or interviews discussing technological innovations, ethical dilemmas, and their imagined inventions.
- Emphasis on using future and conditional tenses to speculate and hypothesize.

Presentational Speaking Task

- Students prepare and deliver a 3–5 minute multimedia presentation proposing a new invention or technological solution to a current societal problem.
- Presentations must include ethical considerations and use unit vocabulary and grammar structures accurately.

Presentational Writing Task

- Students write a formal essay or report discussing the impact of a scientific breakthrough or technology, integrating cultural insights and grammatical accuracy.
- Writing will reflect on advantages, disadvantages, and ethical implications.

Vocabulary Quiz Lesson A

A vocabulary based assessment, which assesses students' ability to use newly learned vocabulary related to scientific fields, inventions, and technology.

Grammar Quiz Lesson

A vocabulary based assessment, which assesses students' ability to correctly use the future tense and expressions of time related to science and technology.

Vocabulary Quiz Lesson B

A vocabulary based assessment, which assesses students' mastery of vocabulary associated with digital communication, research, and ethical issues in technology as it relates to the Lezione 7 cortometraggio entitled " *L'eta' del fuoco".*

Grammar Quiz Lesson B

A grammar based assessment, which assesses students' understanding of the conditional tense and its use with chapter themed vocabulary which assesses theoretical statements about scientific discoveries and technological possibilities.

Unit Project

For this unit project, students will design a multimedia presentation imagining a new invention or technological innovation that addresses a current societal problem. They will prepare both a written proposal and an oral presentation explaining the invention's benefits and ethical considerations.

Skills-Based Exam

Presentational writing exam where students will compose an essay or report discussing the impact of a specific technology or scientific breakthrough, outlining its advantages and potential ethical challenges. This skills-based exam will incorporate knowledge of the Lezione 7 Cortometraggio *L'eta' del fuoco* and the film *Big Hero 6.*

Resources

Core

- Vista Higher Learning textbook **Immagina 2rd Edition**
- Vista Higher Learning Supersite **Immagina 3d edition**

Supplemental:
- *Italian Verb Drills, Premium Fifth Edition. Paola Nanni-Tate. McGraw Hill. Fifth Edition*
- *Conversational Italian Dialogues: Over 100 Italian Conversations and Short Stories.* Lingo Mastery.
- *Ace the AP Italian Language and Culture Exam, 4th Edition.* Edizioni Farinelli 2017.
- Film: *Big Hero 6.* Conli, R. (Producer), Hall, D. & Williams, C. 2014 Walt Disney Animation Studios

Time Allotment

- Approximately 6-7 Weeks

CREDIT

One credit in World Language
One class period for a full school year - one drop per 8 drop 2 cycle.

PREREQUISITES

Successful completion of Italian III

CURRENT REFERENCES

- Vista Higher Learning textbook **Immagina 2nd Edition**
- Vista Higher Learning Supersite **Immagina 3rd edition**

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric
- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Rubric Skill Rubric: Communication Gr 9-12
- TPS Vision of the Graduate Rubric Skill Rubric: Collaboration Gr 9-12
- TPS Vision of the Graduate Rubric Skill Rubric: Critical Thinking/Problem Solving Gr 9-12

Reading Rubric
Trumbull High School School-Wide

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text to text • text to self • text to world	Demonstrates specific connections • text to text • text to self • text to world	Demonstrates general connections • text to text • text to self • text to world	Struggles to make connections • text to text • text to self • text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: • Critical analysis to create a conclusion supported by the text • Perceptive judgments about the quality of the text • Synthesis of text • Express a personal opinion.	Evaluates the text by one or more of the following elements: • critical analysis to form a conclusion from the text • thoughtful judgments about the quality of the text • Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: • Forms a superficial conclusion from the text • Assesses the quality of the text • Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: • Forming a conclusion from the text • Assessing the quality of the text • Using text to express personal opinion(s)

Writing Rubric
Trumbull High School School-Wide

Category/Weight	Exemplary 4 **Student work:**	Goal 3 **Student work:**	Working Toward Goal 2 **Student work:**	Needs Support 1-0 **Student work:**
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Presentational Speaking Rubric
World Language Department Specific

	4 **Exemplary**	**3** **Goal**	**2** **Working Towards Goal**	**1/0** **Needs Support**
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose. Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose. Demonstrates an accurate awareness of audience and task	Establishes a purpose. Demonstrates an awareness of audience and task	Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, **well** developed, well organized, and **richly** detailed	**Relevant**, accurate, organized, and detailed	**Somewhat** irrelevant, limited accuracy, some organization, and limited details	**Irrelevant**, inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	**Highly effective** use and **control** of level appropriate structures	**Effective use** of level appropriate structures	**Some** use of level appropriate structures	Limited or no use of **simple** structures
Delivery concentrates on: comprehensibility and overall public speaking skills	**Articulate** expression, pronunciation, and intonation. Clear voice, engaging presence	**Ease** of expression. Mostly accurate pronunciation and intonation. Clear voice	**Some hesitation**. Some inaccurate pronunciation and intonation	**Much hesitation**. Little to no fluency
Other _____				

Interpersonal Speaking Rubric
World Language Department Specific

	4 **Exemplary**	**3** **Goal**	**2** **Working Toward Goal**	**1/0** **Needs Support**
Vocabulary concentrates on: chapter-related, situationally appropriate words, phrases, expressions	**Broad range** of topic related vocabulary and expressions, showing **advanced, highly effective** use of vocabulary	**Appropriate, accurate and effective** use of topic related vocabulary and expressions	**Some** appropriate and competent use of topic related vocabulary and expressions	**Limited** competency and use of topic related vocabulary and expressions Interference from another language.
Task concentrates on: fulfillment, elaboration, context appropriate	Insightfully fulfills the task with **vivid** details	**Fulfills** the task and performed what was asked.	Fulfills tasks with **fewer** details than what was asked	Fulfills the task with **little to no** details
Delivery concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are **excellent**. Student speaks clearly. **Confident** ease of expression throughout.	Pronunciation is **effective**. Student speaks clearly. **Mostly confident** ease of expression throughout.	Pronunciation is **adequate**. Student speaks with hesitation but **with some** clarity. **Some** confident ease of expression throughout.	Pronunciation is **inadequate** and/or incorrect. **Limited** ease of expression throughout
Comprehensibility concentrates on: clarity of message	Can be **easily understood** by the listener, the message is **clear**	Can be **understood** by the listener, the message is **mostly clear**	Can be **somewhat understood**, the message is **partially clear**	Can be understood only with **great effort**, the message is **not clear**
Language Use and Structure concentrates on: grammar, accuracy, syntax	Demonstrates a **highly effective** use of standard speaking practices that enhances communication.	Demonstrates **effective** use of standard speaking practices. Errors do not detract from communicative meaning.	Demonstrates **some** appropriate use of standard speaking practices. Errors detract from communicative meaning.	Demonstrates **limited** use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.
Other: _____				

Level of Engagement Rubric
World Language Department Specific

Topic	4	3	2	1
Use of target language (TL)	**Always** attempts to express oneself in TL before using English	**Usually** attempts to express oneself in TL before using English	**Occasionally** attempts to express oneself in TL before using English	**Rarely** attempts to express oneself in TL before using English
Interactive participation ● on task ● group work/pair work,/Teacher (T) ● listening ● raising hands	**Always** on task -**Always** actively participates with partner(s)/T -**Always** listens attentively -**Always** attempts to respond to questions/class discussion	**Usually** on task -**Usually** actively participates with partner(s)/T -**Usually** listens attentively -**Usually** attempts to respond to questions/class discussion	-**Occasionally** on task -**Occasionally** actively participates with partner(s)/T - **Occasionally** listens attentively - **Occasionally** attempts to respond to questions/class discussion	-**Rarely** on task -**Rarely** actively participates with partner(s)/T - **Rarely** listens attentively - **Rarely** attempts to respond to questions/class discussion
Responsibility for learning ● class materials ● extra help ● outside reading etc.	-**Always** brings required materials to class -**Always** asks for assistance if needed -**Always** initiates independent learning	-**Usually** brings required materials to class -**Usually** asks for assistance if needed -**Usually** initiates independent learning	-**Occasionally** brings required materials to class -**Occasionally** asks for assistance if needed -**Occasionally** initiates independent learning	-**Rarely** brings required materials to class -**Rarely** asks for assistance if needed -**Rarely** initiates independent learning
Attendance/promptness	-**Always** arrives on time to class -**Always** ready to fulfill assigned opening task -**All** absences are excused	-**Usually** arrives on time to class -**Usually** ready to fulfill assigned opening task -**All** absences are excused	-**Occasionally** arrives on time to class -**Occasionally** ready to fulfill assigned opening task -Absences are **generally** excused	-**Rarely** arrives on time to class -**Rarely** ready to fulfill assigned opening task -Absences are **rarely** excused
Behavior/civility ● electronic devices ● following directions ● respectful of others ● obeys classroom and school rules	-**Always** displays positive behavior in the classroom -**Always** respectful of others -**Always** follows school and classroom rules	-**Usually** displays positive behavior in the classroom - **Usually** respectful of others - **Usually** follows school and classroom rules	- **Occasionally** displays positive behavior in the classroom - **Occasionally** respectful of others - **Occasionally** follows school and classroom rules	- **Rarely** displays positive behavior in the classroom - **Rarely** respectful of others - **Rarely** follows school and classroom rules

TPS Vision of the Graduate Rubrics
Skill Rubric: Communication Gr 9-12 (rev. 2024)
(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 9 GOAL**	Exceeds: 10 - 12	__ / 12

TPS Vision of the Graduate Rubric
Skill Rubric: Collaboration Gr 9-12 (rev. 2024) **(Note: VOG Rubrics may revised by the district committee as needed)**

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 9 GOAL**	Exceeds: 10 - 12	__ / 12

TPS Vision of the Graduate Rubric

Skill Rubric: Critical Thinking/Problem Solving Gr 9-12 (rev. 2024) **(Note: VOG Rubrics may revised by the district committee as needed)**

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 9 GOAL**	Exceeds: 10 - 12	__ / 12