

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**CLASSICAL & WORLD LANGUAGES DEPARTMENT**

**ITALIAN 3**

Grade Level: 10-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 28, 2017**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## ACADEMIC ITALIAN III

### COURSE PHILOSOPHY

*Italian III* fosters students' enhancement and extension of language skills to successfully navigate in a dynamic, technologically-driven global society where students gain a deeper perspective of the world through the study of other languages and cultures. Through this study, students can communicate their passions as they strengthen language skills and concepts to analyze, assess, and criticize interdisciplinary topics. In this course students will engage in meaningful written and spoken communication using the interpretive, interpersonal, and presentational modes. Students will begin at the intermediate level progressing to the intermediate-high level in order to make connections, comparisons, and develop a deeper understanding of the Italian language and culture. As the world becomes increasingly globalized, the need to be multi-lingual has grown in demand in both personal and professional life, which is a fundamental element of 21st century citizenship.

### COURSE DESCRIPTION

Throughout *Academic Italian III*, students will depend their knowledge of Italian culture, history, language structures, and vocabulary to communicate authentically using all modes of communication. Students will further develop knowledge of fundamental and more complex language structures and vocabulary through relevant, engaging, and comprehensible interactions that relate to life in Italy. Students taking this course will continue developing their reading, writing, speaking, and listening skills and increase proficiency in Italian. In addition, students will gain a global perspective through the study of the Italian culture. By the end of the course, learners will be able to apply their language skills to engage in authentic conversations regarding community and culture by making connections to life in the United States with that of the Italian-speaking world.

## COURSE SUMMARY

### COURSE GOALS

- CG1: Students will utilize interpersonal, presentational, and interpretive communication to confidently interact with Italian speakers.  
CG2: Students will communicate extemporaneously in Italian about past, present, future, and uncertain events.  
CG3: Students will evaluate the extent to which events in Italian history impact current traditions, customs, and value systems.

### COURSE ENDURING UNDERSTANDINGS

- CEU1: Interpretation of authentic Italian texts leads to more natural use of language.  
CEU2: Mastering complex language structures facilitates authentic communication in Italian.  
CEU3: Exploring and comparing cultures improves our ability to effectively and efficiently communicate in a perpetually evolving society.

### COURSE ESSENTIAL QUESTIONS

- CEQ1: How can reading improve my writing and speaking skills?  
CEQ2: Why is it important to use grammar in meaningful communication?  
CEQ3: Why is it valuable to make connections with other cultures?

## UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
<a href="#"><u>Unit 1:</u></a> <a href="#"><u><i>Sentire e vivere</i></u></a>	Students will employ sophisticated and authentic language to analyze the connection between personal characteristics and interpersonal relationships.	7 weeks
<a href="#"><u>Unit 2:</u></a> <a href="#"><u><i>Vivere insieme</i></u></a>	Students will analyze the characteristics of rural, urban and suburban living areas in Italy to compare and contrast characteristics, as well as formulate personal preferences.	7 weeks
<a href="#"><u>Unit 3:</u></a> <a href="#"><u><i>Ti ricordi quando . . .</i></u></a> <a href="#"><u><i>Come e', come era</i></u></a>	Students will compare and contrast past and present Italian customs, traditions, and lifestyles, drawing connections to those in the United States.	7 weeks
<a href="#"><u>Unit 4:</u></a> <a href="#"><u><i>Il valore delle idee</i></u></a>	Students will express personal opinions about current Italian news events and issues, explaining their point of view and propose a possible solution.	7 weeks
<a href="#"><u>Unit 5:</u></a> <a href="#"><u><i>Le generazioni in movimento</i></u></a>	Students will compare and contrast the evolution of family roles in Italian and American families and make predictions for their future lives.	6 weeks

**UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will employ sophisticated and authentic language to analyze the connection between personal characteristics and interpersonal relationships.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> <li>• construct meaningful questions and responses about personal characteristics integrating sophisticated present tense verbs;</li> <li>• create detailed descriptions about social interactions and relationships;</li> <li>• formulate complex sentences using advanced irregular grammatical structures;</li> <li>• analyze the connection between interpersonal relationships and personal characteristics.</li> </ul>
2	The student can: <ul style="list-style-type: none"> <li>• identify and express vocabulary related to personal characteristics using simple present tense verbs;</li> <li>• create simple descriptions about social interactions and relationships;</li> <li>• recognize complex sentences using advanced irregular grammar structures;</li> <li>• identify the connection between interpersonal relationships and personal characteristics.</li> </ul>
1	The student needs assistance in order to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Interpretation of authentic Italian texts leads to more natural use of language.	CEQ1: How can reading improve my writing and speaking skills?
CEU2: Mastering complex language structures facilitates authentic communication in Italian.	CEQ2: Why is it important to use grammar in meaningful communication?
EU1: Varied personality traits emerge through different relationships.	EQ1: How does one's personality affect relationships?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 CEU1, 2, EU 1 CEQ1, 2, EQ 1 7.1.IL.A.3, 4,5 7.1.IL.B.1, 5 7.1.IL.C.2, 3 RST.11-12.4 WHST.11-12.4 DOK 3	<p>In pairs, students will ask and answer the following questions in the target language and decide if their partner is compatible to be a roommate during a study abroad program. Once all questions have been asked and answered, students will explain in writing if their partner is compatible or not and provide a rationale as well.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. <i>Sei ordinato/a?</i></li> <li>2. <i>Sei una persona matura?</i></li> <li>3. <i>Hai un carattere allegro?</i></li> <li>4. <i>Come ti comporti quando sei stanco/a?</i></li> <li>5. <i>Come sono i tuoi amici?</i></li> <li>6. <i>Come ti descrivono i tuoi genitori? Nice alignment to goal!</i></li> <li>7. <i>C'è qualche situazione in cui provi sempre un senso di insicurezza?</i></li> <li>8. <i>Che cosa sogni di fare nella vita?</i></li> <li>9. <i>E' piu' importante piacere che essere onesti nella vita?</i></li> <li>10. <i>Hai paura di parlare in pubblico?</i></li> <li>11. <i>Dici mai di essere d'accordo con qualcuno solo per evitare una discussione?</i></li> <li>12. <i>Diventi ansioso/a quando c'è tanta gente?</i></li> <li>13. <i>Rifletti a lungo prima di prendere una discussione?</i></li> <li>14. <i>Ti imbarazza mostrare le tue emozioni</i></li> </ol>

## TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
adjective agreement and placement advanced present tense regular and	Compare and contrast verbal and nonverbal etiquette in Italian culture (DOK 2)	7.1.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
irregular verbs such as: <i>tenere, porre, accogliere, scegliere, tradurre, togliere, rompere, soffrire</i> irregular plurals	Identify vocabulary related to personal characteristics, social interactions and feelings (DOK 1) Make predictions about people's personalities, relationships and interactions based on contextual description (DOK 2)	7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
vocabulary related to: feelings, relationships, social interactions, and personal characteristics	Interpret how the author uses words/phrases and recognize the meaning of key concepts (DOK 2) Compare and contrast information from other sources that supports or challenges conclusions presented in authentic texts (DOK 3)	7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
	Create dialogues and conversations of various topics using digital tools (DOK 3)	7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
	Provide how-to presentations derived from readings (DOK 3) Engage in conversations using questions that extend on previously analyzed text and other sources (DOK 3)	7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
	Create and present authentic role plays (DOK 3)	7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
	Create descriptions describing personal characteristics, social interactions and feelings using multiple sentences (DOK 3)	7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
	Analyze and compare the people, places, objects and activities from Italian culture with those of your own using multiple resources (DOK 3)	7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
(see above)	Read authentic articles and/or view video clips to reinforce appropriate use of contextualized vocabulary in authentic situations (DOK 2)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 3)	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



**UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze the characteristics of rural, urban and suburban living areas in Italy to compare and contrast characteristics, as well as formulate personal preferences.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> <li>● create detailed meaningful exchanges highlighting the characteristics of an Italian geographical location;</li> <li>● formulate complex sentences using reflexive, non-reflexive, and reciprocal verbs;</li> <li>● analyze the connection between rural, urban, and suburban areas of living and compare and contrast their characteristics;</li> <li>● develop a logical argument about personal likes/dislikes in relation to rural, urban, and suburban living.</li> </ul>
2	The student can: <ul style="list-style-type: none"> <li>● create simple exchanges highlighting the characteristics of an Italian geographical location;</li> <li>● create simple sentences using reflexive, non-reflexive, and reciprocal verbs;</li> <li>● identify the connection between rural, urban, and suburban areas of living using simple sentences;</li> <li>● use possessive adjectives/pronouns to state likes/dislikes about the characteristics of rural, urban, and suburban areas.</li> </ul>
1	The student needs assistance in order to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Interpretation of authentic Italian texts leads to more natural use of language.	CEQ1: How can reading improve my writing and speaking skills?
CEU2: Mastering complex language structures facilitates authentic communication in Italian.	CEQ2: Why is it important to use grammar in meaningful communication?
CEU3: Exploring and comparing cultures improves our ability to effectively and efficiently communicate in a perpetually evolving society.	CEQ3: Why is it valuable to make connections with other cultures?
EU1: Different geographical locations within Italy can influence your lifestyle.	EQ1: How does where you live affect your life?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU 1-3, EU 1 CEQ 1-3, EQ 1 7.1.IL.A.1, 4, 5 7.1.IL.B.1, 5 7.1.IL.C.2 RST.11-12.61 WHST.11-12.4 DOK 3	<p>In pairs, students will create a digital real estate advertisement highlighting the characteristics of an Italian geographical location (student choice) in the target language. The advertisement should entice the audience to move to that locale. Each student will choose another student's advertisement and discuss why/why not they would move to this location, expressing their own preferences, in the target language. Students will discuss likes and dislikes in both orally and in writing in the target language.</p> <p>The digital advertisement should include:</p> <ul style="list-style-type: none"> <li>● things to do (excursions, trips, shopping)</li> <li>● daily life</li> <li>● cuisine / eateries</li> <li>● current cultural events / tourist attractions</li> </ul> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>● <i>Cosa c'è da vedere nella città/nel paese?</i></li> <li>● <i>Ci sono elementi che dominano la topografia della città/del paese?</i></li> <li>● <i>Come coesistono gli edifici antichi e quelli recenti? C'è armonia o contrasto?</i></li> <li>● <i>Dove vanno gli italiani quando vogliono rilassarsi? E quando escono con gli amici?</i></li> <li>● <i>Quali sono le cose che ti piacciono della città/del paese? Quali sono le cose che non ti piacciono?</i></li> <li>● <i>Come sono gli spazi dedicati all'arte, ai divertimenti e allo sport?</i></li> <li>● <i>Usano i mezzi pubblici o preferiscono la macchina?</i></li> <li>● <i>Quali sono le specialità della zona?</i></li> <li>● <i>Cosa c'è da fare? Da comprare?</i></li> </ul>

**TARGETED UNIT STANDARDS**

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<i>piacere</i> and verbs of similar construction	Apply concepts used in class together with technology to demonstrate understanding of information (DOK 2)	7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
possessive adjectives and pronouns present tense verbs	Cite evidence to support analysis of primary and secondary sources (DOK 2)	RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
reciprocal verbs reflexive vs. non-reflexive verbs subject-verb-adjective agreement	Develop and strengthen writing by planning, revising, editing and re-writing (DOK 3)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
vocabulary related to city and communities, places, directions, transportation, activities, tourist attractions	<b>PROCEDURAL KNOWLEDGE</b>	<b>PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER</b>
	Identify vocabulary related to city and communities, places, directions, transportation, activities, tourist attractions (DOK 1)	7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
	Interpret how the author uses words/phrases and recognize the meaning of key concepts (DOK 2)  Compare and contrast information from other sources that supports or challenges conclusions presented in authentic texts (DOK 3)	7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
	Create dialogues and conversations of various topics using digital tools (DOK 3)	7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
	Provide how-to presentations derived from readings (DOK 3)  Engage in conversations using questions that extend on previously analyzed text and other sources (DOK 3)	7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
	Create and present authentic skits, poems, stories, or reports (DOK 3)	7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

## UNIT OVERVIEW

## UNIT LEARNING GOALS

Students will compare and contrast past and present Italian customs, traditions, and lifestyles, drawing connections to those in the United States.

## UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> <li>● compare and contrast Italian customs, practices, and traditions to the same decade in the United States;</li> <li>● analyze Italian customs, practices, or traditions integrating the <i>passato prossimo</i> and the <i>imperfetto</i>;</li> <li>● implement the <i>contrasto</i> in appropriate situations;</li> <li>● synthesize information from different sources about Italian customs, traditions, and lifestyles.</li> </ul>
2	The student can: <ul style="list-style-type: none"> <li>● identify and express vocabulary related to customs, festivals, celebrations, music, dialects, and traditions;</li> <li>● create simple descriptions about Italian customs, practices, and traditions;</li> <li>● recognize complex sentences using <i>passato prossimo</i>, <i>imperfetto</i>, and <i>contrasto</i></li> <li>● infer information from different sources about Italian customs, traditions, and lifestyles.</li> </ul>
1	The student needs assistance in order to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Interpretation of authentic Italian texts leads to more natural use of language.	CEQ1: How can reading improve my writing and speaking skills?
CEU2: Mastering complex language structures facilitates authentic communication in Italian.	CEQ2: Why is it important to use grammar in meaningful communication?
CEU3: Exploring and comparing cultures improves our ability to effectively and efficiently communicate in a perpetually evolving society.	CEQ3: Why is it valuable to make connections with other cultures?
EU1: Traditions and customs often evolve over time.	EQ1: There is a saying that “the more things change, the more things stay the same.” How true is that?
EU2: Traditions and customs shape who we are today.	EQ2: To what extent does the past shape who we are today?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 CEU 1-3, EU 1-2 CEQ 1-3, EQ 1-2 7.1.IM.A.5, 7 7.1.IM.B.5 7.1.IM.C.3, 5 RST.11-12.7 WHST.11-12.2, 4 DOK 4	<p>In pairs, students will create and present a digital timeline about ten Italian customs, practices, or traditions of an assigned decade (1920s-current). Students will then compare and contrast the Italian way to the customs, practices, and traditions to the same decade in the United States. The presentation should include: appropriate use of the <i>passato prossimo</i>, appropriate use of the <i>imperfetto</i>, appropriate use of the present tense, props, unit vocabulary.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Come si festeggiavano le feste?</i></li> <li>• <i>Quali erano le tradizioni dell’epoca?</i></li> <li>• <i>C’erano alcune usanze che adesso non si usano piu’?</i></li> <li>• <i>Come si vestivano?</i></li> <li>• <i>Dove e che tipo di lavoro facevano?</i></li> <li>• <i>Chi lavorava?</i></li> <li>• <i>Com’ era la vita familiare?</i></li> <li>• <i>Cosa facevano per divertimento?</i></li> <li>• <i>Come si diffondevano le notizie dell’epoca?</i></li> </ul>

**TARGETED UNIT STANDARDS**

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p><i>il contrasto</i></p> <p><i>l'imperfetto</i></p> <p><i>passato prossimo con avere</i></p> <p><i>passato prossimo con essere</i></p> <p>vocabulary topics including: customs, festivals, celebrations, music, dialects and traditions (<i>l'onomastico, il giorno dei santi, Ferragosto, la Befana, Capodanno, le superstizioni</i>)</p>	Summarize and paraphrase passages from authentic sources (DOK 2)	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
	Interpret the meaning of words and phrases in a text (DOK 3)	7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
	Engage in conversations that have a back and forth meaningful dialogues and/or debates applying language and content knowledge (DOK 3)	7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
	Respond with follow up questions in a conversation (DOK 3)	
	Create paragraph-length descriptions about customs in both cultures (DOK 3)	7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
	Create meaningful exchanges about cultural products and practices (DOK 3)	7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.
	Integrate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem (DOK 3)	RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
	Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience's knowledge (DOK 3)	WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	<p><b>PROCEDURAL KNOWLEDGE</b></p> <p>Develop and strengthen writing by planning, revising, editing and re-writing (DOK 3)</p>	<p><b>PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER</b></p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

## UNIT OVERVIEW

## UNIT LEARNING GOALS

Students will express personal opinions about current Italian news events and issues, explaining their point of view and propose a possible solution.

## UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> <li>● express his/her personal opinions about current Italian news events and issues;</li> <li>● design solutions for a current issue/event in Italy, integrating <i>imperativo</i>;</li> <li>● formulate authentic sentences using object pronouns;</li> <li>● synthesize information from different sources about current Italian news events and issues.</li> </ul>
2	The student can: <ul style="list-style-type: none"> <li>● identify and express vocabulary related to current issues such as politics, global challenges and Italian society;</li> <li>● recognize <i>imperativo</i>;</li> <li>● identify object pronouns;</li> <li>● infer some information from different sources about current Italian news, events, and issues.</li> </ul>
1	The student needs assistance in order to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Interpretation of authentic Italian texts leads to more natural use of language.	CEQ1: How can reading improve my writing and speaking skills?
CEU2: Mastering complex language structures facilitates authentic communication in Italian.	CEQ2: Why is it important to use grammar in meaningful communication?
CEU3: Exploring and comparing cultures improves our ability to effectively and efficiently communicate in a perpetually evolving society.	CEQ3: Why is it valuable to make connections with other cultures?
EU1: Global awareness is necessary in a continuously evolving society.	EQ1: Why is it important to stay informed on current events?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 CEU 1-3, EU 1 CEQ 1-3, EQ 1 7.1.IM.A.1, 4, 5, 7 7.1.IM.B.4, 5 7.1.IM.C.3, 4 RST.11-12.4 WHST.11-12. 1, 4 DOK 4	<p>In pairs, students will assume the role of an advocate seeking to provide solutions for a current issue in Italy. (Teacher will provide a list of possible current issues within Italy.) Students will use digital media to present their solutions to the class. The presentation must include: verbs in the imperative tense, direct object pronouns, indirect object pronouns, double object pronouns, unit vocabulary. Students will turn in a written version of the presentation as well.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Quali sono le soluzioni per risolvere il problema?</i></li> <li>• <i>Cosa vuole promuovere la presentazione?</i></li> <li>• <i>Perche' e' importante risolvere il problema per l'Italia?</i></li> </ul>



**TARGETED UNIT STANDARDS**

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
commands with object pronouns  direct object pronouns  double object pronouns  imperative mode  indirect object pronouns  vocabulary related to current issues such as politics, global challenges, and Italian society	Interpret complex authentic materials to summarize and paraphrase (DOK 2)  Make inferences about culturally authentic materials (DOK 2)	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
	Paraphrase texts using clear and concise sentences (DOK 2)	7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
	Read and create questions that extend the text (DOK 3)  Support and argue point of view based on the text (DOK 3)	7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	Use context clues to identify and describe the meaning of unfamiliar words (DOK 2)  Analyze and compare current issues such as politics and global challenges between Italian and American society using multiple resources (DOK 3)	7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
	Produce clear writing using transitions in which the development is appropriate to task, purpose, and audience (DOK 3)	WHST.11-12.1 Write arguments focused on discipline-specific content.
	<p><b>PROCEDURAL KNOWLEDGE</b></p>	<p><b>PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER</b></p>
	Interpret questions and create logical answers (DOK 2)	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
	Interpret the meaning of words and phrases in a text (DOK 2)	7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(see above)	Provide how-to presentations derived from readings (DOK 3)  Engage in conversations using questions that extend on previously analyzed text and other sources (DOK 3)	7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
	Create paragraph-length descriptions about current events (DOK 3)	7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
	Read authentic articles and/or view video clips to reinforce appropriate use of contextualized vocabulary in authentic situations (DOK 2)	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 3)	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing by planning, revising, editing and re-writing (DOK 3)	WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## UNIT OVERVIEW

## UNIT LEARNING GOALS

Students will compare and contrast the evolution of family roles in Italian and American families and make predictions for their future lives.

## UNIT 5 LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> <li>• compare and contrast the evolution of family roles in Italian and American families;</li> <li>• predict how lives will be in the future integrating <i>futuro</i>;</li> <li>• hypothesize the steps necessary to achieve future goals and aspirations integrating the <i>condizionale</i>;</li> <li>• synthesize information from different sources about the evolution on family roles.</li> </ul>
2	The student can: <ul style="list-style-type: none"> <li>• identify and express vocabulary related to family relationships, generations, and age categories;</li> <li>• formulate simple sentences incorporating <i>futuro</i>;</li> <li>• create simple sentences using the <i>condizionale</i>;</li> <li>• recognize the difference between <i>futuro</i> and <i>condizionale</i>.</li> </ul>
1	The student needs assistance in order to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Interpretation of authentic Italian texts leads to more natural use of language.	CEQ1: How can reading improve my writing and speaking skills?
CEU2: Mastering complex language structures facilitates authentic communication in Italian.	CEQ2: Why is it important to use grammar in meaningful communication?
CEU3: Exploring and comparing cultures improves our ability to effectively and efficiently communicate in a perpetually evolving society.	CEQ3: Why is it valuable to make connections with other cultures?
EU1: The family unit evolves through generations.	EQ1: There is a saying that “the more things change, the more things stay the same.” How true is that when it comes to family?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 CEU 1-3, EU 1 CEQ 1-3, EQ 1 7.1 IM.A.5, 8 7.1.IM.B.1, 5 7.1.IM.C.2, 4 WHST.11-12.4 DOK 3	<p><b>Part A:</b> Students will write a personal letter for a class time capsule predicting what their lives will be like in ten years. The letter should include verbs in the future tense, unit vocabulary, and information about each of the following topics:</p> <ul style="list-style-type: none"> <li>• <i>la carriera</i></li> <li>• <i>il rapporto con i tuoi amici</i></li> <li>• <i>il rapporto con i tuoi genitori</i></li> <li>• <i>i tuoi passatempi</i></li> <li>• <i>la tua situazione economica</i></li> <li>• <i>la tua vita in famiglia</i></li> <li>• <i>il tuo rapporto amoroso</i></li> <li>• <i>l’abitazione</i></li> <li>• <i>lo stato civile</i></li> </ul> <p><b>Part B:</b> Students will anonymously exchange letters. Readers will report (in writing and orally) on what their peer wrote, as well as make comparisons/contrasts to how they see their life in ten years. Students will present their comparisons in small groups. The presentation must include verbs in the conditional tense, use of the <i>lui, lei</i> forms, and unit vocabulary.</p>

**TARGETED UNIT STANDARDS**

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p><i>il condizionale</i></p> <p><i>il futuro</i></p> <p>vocabulary related to family relationships, generations, and age categories</p>	Summarize and paraphrase passages from authentic sources (DOK 2)	7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
	Create dialogues and conversations of various topics using digital tools (DOK 3)	7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
	Create and present authentic short plays and skits (DOK 3)	7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
	<b>PROCEDURAL KNOWLEDGE</b>	<b>PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER</b>
	Interpret the meaning of words and phrases in a text (DOK 2)	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
	Provide how-to presentations derived from readings (DOK 2) Engage in conversations using questions that extend on previously analyzed text and other sources (DOK 3)	7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
	Use context clues to identify and describe the meaning of unfamiliar words (DOK 2) Analyze and compare familial relationships using multiple resources (DOK 3)	7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 3)	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.