
WORLD LANGUAGE DEPARTMENT

Italian IV ADV CURRICULUM
2016

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Week	Marking Period 1	Week	Marking Period 3
1	The importance of being a multi-lingual and multi-cultural individual in the 21 st century society.	21	Students learn about entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture
2		22	Students learn about contemporary vs. historical Italian art, artists, music, and musicians.
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Week	Marking Period 2	Week	Marking Period 4
11	Students learn about the geography and culture of Italy and will learn vocabulary related to leisure travel to northern, central, southern Italy, and its islands.	31	Students learn the importance of the true Italian influence in the United States and will discuss media, technology and communication.
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20		40	

Weeks	1 - 5	
Topic	UNIT 1: The importance of being a multi-lingual and multi-cultural individual in the 21st century society.	
Essential Questions		
<ul style="list-style-type: none"> • How are languages other than English used to communicate? • What are cultural differences? • How will learning another language be useful in other aspects of life? • How can I become a more effective reader, writer, speaker, and listener in languages other than English? • How does the language I am studying help me to better understand my native language? • How does learning a new language help me to become an active global citizen? 		
Enduring Understandings		
<ul style="list-style-type: none"> • In today's multi-cultural society there are several languages used to communicate in the global community. • The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society. • Self-reflection is an important part of creating growth in language acquisition. • Understanding other cultures creates cultural sensitivity and acceptance. 		
Alignment to NJCCCS		
NJCCCS	7.1.IH.A.1 – 2 - 3 – 4 - 5 7.1.IH.A.7 - 8 7.1.IH.B. 1 – 2 – 3 – 4 – 5 - 6 7.1.IH.C. 1 – 2 – 3 – 4 – 5 – 6	8.1.12.A.1 – 2 – 3 8.1.12.B.2 8.1.12.C.1
Key Concepts and Skills		
Communication		
<ol style="list-style-type: none"> 1. Students will discuss importance of learning a foreign language 2. Students will compare/contrast cultural differences 3. Students will self assess their language acquisition 		
Grammar		
<ol style="list-style-type: none"> 1. Review conjugation rules 2. Review sentence structure 3. Expressing desires/ wants 		
Culture		
<ol style="list-style-type: none"> 1. Bilingual professions 2. Importance of second language acquisition 3. Being an active member in today's global society 4. Increase in cultural sensitivity 		
Learning Activities		
<ul style="list-style-type: none"> • Bell ringers • Picture prompt activities • Dramatization • Map completions to identify Italian regions and cities • Audio activities: situational dialogues • Online bilingual job search • Create bilingual curriculum vitae • Comprehension activities • T-chart pros and cons of bilingualism 		

- Power point importance of learning foreign language
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Creation of online poster (Why study a foreign language)
- Reading activities (sequencing and paraphrasing)
- Writing activities (emails and creating classified ad)
- Oral activities: opinions on language acquisition
- Grammar charts and organizers conjugation of verbs
- Cooperative learning activities
- Writing and reading narrative of job search
- Authentic newspaper articles
- Venn diagram of idiomatic expressions
- Listening activities to reinforce pronunciation and diction
- Web quests for bilingual jobs

Assessments

- Cooperative learning groups
- Oral presentation job interview
- Finalized curriculum vitae
- Personal journal
- Persuasive essay: Why learn another language?
- Homework
- Class notes
- Online assessment activities
- Web quests
- Role play: Job Interview
- Power point presentation of professional uses of language
- Finalized online poster

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	x	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Geography, Mathematics, Social Science, Language Arts, Performing Arts, Visual Arts, Legal Studies, Science

Technology Integration

8.A.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

B. Creativity and Innovation

C. Communication and Collaboration.

DEPARTMENT: WORLD LANGUAGES

COURSE: ITALIAN IV

Weeks	6– 10	
Topic	UNIT 2: Students learn about the geography and culture of Italy and will learn vocabulary related to leisure travel to northern, central, southern Italy, and its islands.	
Essential Questions		
<ul style="list-style-type: none"> • Why are the northern, central, southern, and the islands so distinct? • What is the essential vocabulary for car travel and car rental abroad? • What is the driving etiquette in Italy? • What are some traffic and pollution problems in Italy? • How do environmental issues around the world affect me, my town and my country? • What are some common summer sports in other countries? • What is the useful vocabulary for renting summer sports gear? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will understand geographical landmarks and culture of regions of Italy. • Discuss travel by car and alternative means of transportation in Italy. • Describe traffic and reduction of pollution problems in Italy and the U.S. • Read and discuss articles about summer sports for vacationers. 		
NJCCCS	7.1.IH.A.1 – 2 – 3 – 4 – 5 7.1.IH.A.7 - 8 7.1.IH.B. 1 – 2 – 3 – 4 – 5 - 6 7.1.IH.C. 1 – 2 – 3 – 4 – 5 – 6	8.1.12.A.1 – 2 – 3 8.1.12.B.2 8.1.12.C.1
Key Concepts and Skills		
Communication		
<ol style="list-style-type: none"> 1. How to discuss the geography, history and culture of Italy 2. To discuss/learn some driving etiquette particular to Italy 3. Students will acquire useful vocabulary to rent a vehicle in Italy 4. Students will design pollution solutions as global citizens 		
Grammar		
<ol style="list-style-type: none"> 1. Commands 2. Conditional tense 3. Future 		
Culture		
<ol style="list-style-type: none"> 1. Foods of Italy 2. Summer sports 3. Italian families and hospitality 4. Familiarization of the different regions of Italy 5. Authentic literary pieces and conversation in Italian 		
Learning Activities		
<ul style="list-style-type: none"> • Bell ringers • Map creations • Audio activities-Newscast regarding pollution problems in Italy- YouTube TG3 Video – Explore the use of bicycles in Florence, Italy • Video activities-You tube clips of drivers in Italy- In groups of 4, students retell the video story to the class • Film in target language – “Il ladro di biciclette” by Vittorio DeSica • Oral activities-Compare and contrast cultural differences. • Comprehension activities-Newspaper articles on traffic • Power point on traffic signs and rules 		

- Dramatization-American traveler stopped by an Italian officer
- Picture prompt activities-Summer sports
- Foldable-summer sports vocabulary
- Visual organizers-pollution problems
- Venn Diagram-compare and contrast driving in US vs. Italy
- Interactive online vocabulary quizzes
- Provide written driving directions
- Reading activities (sequencing and paraphrasing of current events)
- Writing activities (compositions, lists, journal entries)
- Song lyrics analysis- Giro, giro tondo
- Grammar charts and organizers-Future tense
- Cooperative learning activities-skit creation (traveling scenario)
- Writing and reading narratives
- Note taking
- Listening activities to reinforce pronunciation and diction
- Oral activities-Describe popular summer sports
- Podcasting-What would you do with your summer?
- Web quests-driving in Italy/popular summer sports
- Tape recordings of oral speaking

Assessments

- Sports vocabulary quiz
- Skit performance –debate between the mayor and citizens of a town for more protected bicycle lanes. Dialogue consists of 20 interactive statements
- Skit performance-policeman/driver in Italy
- Skit performance-taxi/client interactions with oral directions
- Song lyrics analysis- Italian childhood pastime/cultural note “Giro, giro tondo” -opinions and synthesis
- Audio/video programs
- Personal Journal creation-travel and summer topics
- Persuasive essay: Convince your friend to participate in your favorite pastime
- Reports/projects-Pollution/Driving rules in Italy
- Homework
- Class notes
- Web quests-summer sport rentals in Italy
- Power point presentations-Come possiamo risolvere i problemi ambientali in Italia?

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

History, Geography, Social Science, Language Arts, Legal Studies, Driver’s Education, Geology and Physical Education.

Technology Integration

8.A.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

B. Creativity and Innovation

C. Communication and Collaboration.

Weeks	11 – 20	
Topic	UNIT 3: Students learn about entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	
Essential Questions		
<ul style="list-style-type: none"> • What are some popular Italian dialects found in Italy? • What are the popular pastimes and sports in Italy? • Which countries favor which sports and why? • How do Italian films differ from American films? • How does Cinecitta` differ from Hollywood? • What are some popular traditional dishes of each Italian region? • How do you properly order food in Italy? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will be able to engage in conversations and discussions regarding entertainment and culture in Italy • Students will compare and contrast the cultural differences among the 20 regions of Italy. • Students will communicate about traditional foods and will appreciate the cuisine of Italy. • Students will discuss their vacation preferences when traveling to Italy. 		
NJCCCS	7.1.IH.A.1 – 2 - 3 – 4 - 5 7.1.IH.A.7 - 8 7.1.IH.B. 1 – 2 – 3 – 4 – 5 - 6 7.1.IH.C. 1 – 2 – 3 – 4 – 5 – 6	8.1.12.A.1 – 2 – 3 8.1.12.B.2 8.1.12.C.1
Key Concepts and Skills		
Communication		
<ol style="list-style-type: none"> 1. How to discuss the geography, travel and culture of Italy 2. Students will acquire useful vocabulary to order food in restaurants 3. Students will discuss favorite pastimes and famous athletes from Italy 		
Grammar		
<ol style="list-style-type: none"> 1. Regular and Irregular of comparatives and superlatives (inequalities) 2. Stating likes and qualities (tanto-quanto, piu` di, meno di, -issimo) 		
Culture		
<ol style="list-style-type: none"> 1. Foods of the Italian regions 2. Familiarization of the 20 regions of Italy 3. Famous athletes from the professional sports of Italy 4. Authentic literary pieces and conversations in Italian 		
Learning Activities		
<ul style="list-style-type: none"> • Bell ringers • Map creation of Italian regions • Design a class sports t-shirt • Organize a soccer game • Reading Comprehension-Recipes/Current Events/Menu/Travel Magazines • Audio activities-Online newscast • Cooperative learning activities-Create a travel brochure with a travel itinerary for Italy • Pair activity-E-mail creation with travel suggestions • Power point vocabulary introduction compare and contrast the different regions • Foldable (pocket book, vocabulary book, tab book etc.) • Web quests-Restaurant menu search • Dramatization-Restaurant role-play 		

- Picture prompt activities-pictures of Italian cuisine
- Video activities-sports and popular places
- Visual organizers-where to and not to travel in Italy
- Reading activities (sequencing and paraphrasing)
- Writing activities (compositions, emails, journal entries)
- Personal journal creation-restaurant experiences/sports topics
- Oral activities-Where to travel?
- Class superlatives with popular vacation spots and activities
- Writing and reading narratives
- Note taking
- Venn diagram-compare and contrast daily teen activities
- Authentic newspaper articles
- Graphic organizer-information activity on U.S vs Italy
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos Immagina Text L'italiano senza confine. Cortometraggio- short movie to view and critique
- On-line at Immagina.vhlcentral.com
- Research: Traditional Dances (Tarantella)
- Interactive game-guess which country?
- Recordings of oral speaking
- Analysis of historical films related to Italy
- Midterm exam review

Assessments

- Dance competition
- Menu creation
- Skits-restaurant role-play
- Finalized travel-brochure
- E-mail creation with travel suggestions
- Personal journals
- Persuasive essay: Convince your friend where to go in Italy and why
- Power point creation-Compare/Contrast Italian regions and its islands
- Podcast-cooking show
- Class superlatives
- Audio/video programs
- Homework
- Class notes
- Oral presentations
- Online interactive activities
- Web quests
- Midterm exam

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

History, Geography, Physical Education, Health, Performing Arts, Culinary Arts, Political Science and Social Sciences.

Technology Integration

8.A.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

B. Creativity and Innovation

C. Communication and Collaboration.

Weeks	21 – 30	
Topic	UNIT 4: Students learn about contemporary vs. historical Italian art, artists, music, and musicians.	
Essential Questions		
<ul style="list-style-type: none"> • What components make true art or music? • What are the differences between contemporary and historical art/music? • Where is most of Italy’s contemporary art and music created? • Where did most of Italy’s historical art and music originate? • Who are some famous artists and entertainers of Italy? • Why does music have generational gaps? • How does music differ from country to country? • Why do songs have refrains? • What is the importance of art and music in the global community? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will be able to engage in conversations and discussions regarding the art, theater, museum, music, and culture of Italy • Students will experience both historical and contemporary art and music appreciation • Students will explore creative outlets in art and music • Students will communicate the importance of art and music in the global realm 		
NJCCCS	7.1.IH.A.1 – 2 - 3 – 4 - 5 7.1.IH.A.7 - 8 7.1.IH.B. 1 – 2 – 3 – 4 – 5 - 6 7.1.IH.C. 1 – 2 – 3 – 4 – 5 – 6	8.1.12.A.1 – 2 – 3 8.1.12.B.2 8.1.12.C.1
Key Concepts and Skills		
Communication		
<ol style="list-style-type: none"> 1. How to build a creative environment and foster creative energy with art and music 2. To discuss/learn art, museum, and music 3. Students will appreciate that our lives move to rhythms, rhythm is in nature and Italian art and music are prominent in the American culture 4. Students will acquire useful vocabulary to be able to discuss how art and music affect the global community 		
Grammar		
<ol style="list-style-type: none"> 1. Express preferences - Mi piace, mi piacciono 2. Use of historical past – passato remoto tense 3. Subject verb agreement 4. Expand descriptive adjectives and adverbs 		
Culture		
<ol style="list-style-type: none"> 1. Contemporary and historical art, artists, music, and musicians 2. Generational gaps 3. Art and music -Italy vs. the U.S. comparisons and contrasts 		
Learning Activities		
<ul style="list-style-type: none"> • Bell ringers • Map creation- historical and contemporary art and music geographical locations • Reading Comprehension- Authentic newspaper articles “La Repubblica” music and arts sections • Reading activities (sequencing and paraphrasing) • Listening Comprehension activities – Edizioni Farinelli “E Ritorno da Te” The Best of Laura Pausini. CD listening with interactive lyrics in the target language. 		

- Power point – create two personal pieces of art (hand drawn or digitally) in the style of your favorite historical artist and one from your modern artist
- Video activities- create a modern song in rap or techno style. Duration of 5 minutes in the target language
- Note taking – written account of a favorite monument’s accompanying a hands-on work of art
- Foldable (pocket book, vocabulary book, tab book etc.)
- Picture prompt activities: famous artists and musicians
- Visual organizers
- Conversations-“Al museo ed al teatro”
- Interactive online quizzes and games
- Writing activities (poetry, compositions, lists, emails)
- Mi piace vs. mi piacciono organizer
- CLOZE activity
- Cooperative learning activities – rebuild an ancient ruin back to its original condition
- Written biography of famous Italian artists and musicians
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos-Music videos
- Recordings of oral speaking
- Research the art of Salvatore Fiume and the loss of one of his masterpieces in the sinking of the Andrea Doria

Assessments

- Written biography
- Personal journal entry
- Persuasive essay-what art and music do you prefer and why?
- Audio/video programs
- Homework
- Class notes
- Oral presentations of art works, hands-on monument rebuilding, and power points
- Online assessment activities
- Web quests- contemporary works in art and music
- Power point presentations-vocabulary
- Biographical interview of famous contemporary Italian artists and musicians

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Performing arts, Visual arts, Art History, Music, Technology, Digital Photography, Architecture, Archeology, Geology, Language Arts, Mathematics, Geography, and Social Studies.

Technology Integration

8.A.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

B. Creativity and Innovation

C. Communication and Collaboration.

Weeks	31 – 40	
Topic	UNIT 5: Students learn the importance of the true Italian influence in the United States and will discuss media, technology and communication.	
Essential Questions		
<ul style="list-style-type: none"> • Where are the major Italian communities located in the United States? • What are some major historical influences of Italian in the United States? • What are the Italian food influences in the United States? • Who are some Italians in the United States who have had a positive influence on American culture? • What Latin/Italian words have been adopted by speakers of English? • What are the most popular Italian speaking television channels, newspapers, magazines and radio stations? • What are the common trends of Italian immigration to the United States today? • Why is technology here to stay? • Where is technology going from here? • Can anyone survive a week without electronics in Italy or the U.S.? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will be able to engage in conversations and discussions regarding the geography, history and culture of the Italians and the Italian population in the United States. • Students will compare and contrast the cultural differences between the different Italian groups in the United States. • Students will appreciate the influence of the Italian culture in different aspects of the United States (not a melting pot but a salad bowl). • Students will learn about the immigration of different Italians into the United States. • Students will be able to identify positive Italian role models in the United States. • How did we get from the industrial revolution to the electronic age in just two centuries? 		
NJCCCS	7.1.IH.A.1 – 2 - 3 – 4 - 5 7.1.IH.A.7 - 8 7.1.IH.B. 1 – 2 – 3 – 4 – 5 - 6 7.1.IH.C. 1 – 2 – 3 – 4 – 5 – 6	8.1.12.A.1 – 2 – 3 8.1.12.B.2 8.1.12.C.1
Key Concepts and Skills		
Communication		
<ol style="list-style-type: none"> 1. How to discuss the geographical, historical and cultural influences of Italians in the United States 2. To discuss/learn about the influence American media has on the Italian and Italian-American image 3. Students will be able to compare and contrast the trends and patterns of different immigrant groups in the United States 4. Students will discuss how recent immigrant groups are perceived within the United States 		
Grammar		
<ol style="list-style-type: none"> 1. Adverbs ending in -mente 2. Modern Italian technological vocabulary- cell phone/computer speaking and texting 3. Subjunctive tense- expression of doubt 		
Culture		
<ol style="list-style-type: none"> 1. Presence of the Italian population in the United States 2. Authentic literature by Italians and Italian-Americans 3. Research well-known Italian and Italian- American figures in sports, politics, music, theater and television personalities 		

4. Discuss the important contributions by Italian immigrants in the United States
5. Discuss Italian communities near you

Learning Activities

- Bell ringers
- Audio activities-Use cell phones in class for learning- cellular phone conversations in target language
- Comprehension activities
- Cultural reading- Immagina Text L'italiano senza confini. Le meraviglie del Duemila by Emilio Salgari
- Prepare a news broadcast
- Video Interview of an Italian immigrant in Italian
- Watch a TV program or newscast in Italian
- Video activities- Immagina Text L'italiano senza confine. "L'eta del fuoco". A short movie of Mauro Calvone
- Visual organizers-origins of different Italian groups in the US
- Venn diagrams-Compare Italian-Americans vs. Italians
- Identify Italian population in NJ
- Creating and participating in a blog- each student must make a weekly entry for the remainder of year
- Write an email to a friend in Italy
- Skype with on-line friends in Italy
- Reading activities (immigration trends)
- Writing activities (poetry, compositions)
- Oral activities-class discussion of small business development
- Cooperative learning activities
- Writing and reading narratives
- Note taking
- Authentic newspaper articles
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Power points: famous Italians
- Song analysis-current bilingual Italian pride
- Web quests-searching immigration trends
- Analysis of historical films related to Italians in the United States – Ellis Island Immigration
- Final exam review

Assessments

- Present a news broadcast
- Present video interview
- Analyze video interview information
- Writing/texting in target language. Minimum 10 sentences of communication
- Create poem about ethnic pride
- Composition: Projected immigrant trends in the United States
- Entry to class blog
- Skyping – oral dialogue of 10 questions and answers
- Audio/video program
- Reports/projects

- Class notes
- Online assessment activities
- Web quests
- Power point presentations of famous Italians in the U.S.
- Final exam

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Sociology, Linguistics, Language Arts, History, Geography, Media and Technology, Social Studies, Literature, Performing Arts and Mathematics

Technology Integration

8.A.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

B. Creativity and Innovation

C. Communication and Collaboration.