

Italian IV
Grades 10-12
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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

Italian IV follows the American Council on the Teaching of Foreign Languages Guidelines and National Standards for Learning Language and the Connecticut Core Standards. 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 component enhances speaking and listening strands as various activities afford the student the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, and 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 Italian cultures to each other and to his own. The language lab and other technology tools will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

At the completion of this course, students will:

- CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction in the grades 11–CCR text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.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.
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

The following standards derive from the 2007 International Society for Technology in Education Student Standards.

At the completion of this course, students will:

ISTE Research and Information Fluency (Standard 3)	Students apply digital tools to gather, evaluate, and use information.
ISTE Digital Citizenship (Standard 5)	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

The following standards derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages:

At the completion of this course, students will:

Interpretive Communication (Standard 1.2)	Demonstrate comprehension of content from authentic audio and visual resources.
Cultures: Practices and Products (Standards 2.1 and 2.2)	Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s).
Connections: Acquiring New Information (Standard 3.2)	Acquire information from other content areas using authentic sources.
Presentational Communication (Standard 1.3)	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. <ul style="list-style-type: none">• Produce a variety of creative oral and written presentations (e.g., original story, personal narrative, script).• Retell or summarize information in narrative form, demonstrating a consideration of audience.• Create and give persuasive speeches and write persuasive essays.• Produce expository writing.
Cultures: Products and Perspectives (Standard 2.2)	Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

COURSE ENDURING UNDERSTANDINGS

- Students will understand that work is not just a way to satisfy material needs.
- Students will understand that a culture has a unique tie between its beliefs and celebrations.
- Students will understand that art reflects culture and history as well as shapes it.
- Students will understand that politics is an important aspect of our society.
- Students will understand that science and technology affect the quality of life and relationships between people.
- Students will understand that media influences our world's collective knowledge.

- Students will understand that their knowledge of Italian connects them to the world around them.

COURSE ESSENTIAL QUESTIONS

- What is your vision of work and how can one balance working, personal, and family life?
- In what ways do celebrations reflect culture?
- What role do history and past artistic achievements have in our daily life? What will our legacy be to future generations?
- To what extent is it important for young people to have a political opinion and express it?
- Does technology bring people closer or isolate them?
- Do we control the media or does the media control us?
- How do my interests relate to the products, practices, and perspectives of Italy?

COURSE KNOWLEDGE & SKILLS

- Students will know terms related to the working and financial world.
- Students will know major Italian holidays and celebrations, and the history surrounding Christopher Columbus.
- Students will know key terms to analyze Renaissance art and literature.
- Students will know major events, works, and artists from the Italian Renaissance from the 1300s to the 1600s.
- Students will know the functions of the American and Italian governments.
- Students will know the Italian terms for American technology.
- Students will know terms for cinema, radio, television, media, and print.
- Students will know major Italian films and TV stations.
- Students will know facts and information relevant to students' individual passion projects.
- Students will know comparatives and superlatives, historical past tense, the impersonal "si," the subjunctive, future and conditional tenses, and hypothetical statements.
- Students will be able to discuss the socioeconomic factors that affect the working world.
- Students will be able to compare and contrast major cultural events and traditions in Italy and the United States.
- Students will be able to analyze major Italian Renaissance masterpieces.
- Students will be able to write a research paper on a Renaissance theme.
- Students will be able to debate current political and social issues.
- Students will be able to talk about the positive and negative effects of progress and technology.
- Students will be able to view, understand, and respond to an Italian film.
- Students will be able to critique the effectiveness and accuracy of the media.
- Students will be able to present a topic they are passionate about and how it relates to the products, practices, and perspectives of Italian culture.
- Students will be able to make comparisons, talk about art, history and literature in the past, describe what one does, predict what one will do in the future, and create hypothetical statements.

COURSE SYLLABUS

Course Name

Italian IV

Level

Advanced College-Preparatory

Prerequisites

Italian III

Materials Required

None

General Description of the Course

This course follows the ACTFL Guidelines and National Standards for Learning Language. 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 component enhances speaking and listening strands as various activities afford the student the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, and 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 Italian cultures to each other and to his or her own. The language lab and other technology tools will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics.

Assured Assessments

Formative Assessments:

- Graduation Hat mini-project (Unit 1)
- Quiz on “*I viaggi di Cristoforo Colombo*” (Unit 2)
- Guided viewing of episode of *Francesco’s Italy: Top to Toe* (Unit 3)
- Poster and presentation for in-class Humanitarian Fair (Unit 4)
- Guided viewing of *L’età del Fuoco* (Unit 5)
- Quiz on *Benvenuti al Sud* (Unit 6)

Summative Assessments:

- Unit Tests (Units 1, 3, 4)
- Google Slide poster and presentation for a class Folkloristic Tour (Unit 2)
- Open-ended response to Manzoni’s *I Promessi Sposi* (Unit 3)
- Position paper on technology and *L’età del Fuoco* (Unit 5)
- Magazine related to media and reality (Unit 6)

Core Texts

Cummings, Anne, Chiara Frenquelluci, and Gloria Pastorino. *Immagina*. 2nd ed. Boston: Vista, 2016.

Benvenuti al Sud film (or other at teacher's discretion)

L'età del Fuoco short film

I Promessi Sposi by Manzoni

The Italian Americans documentary

Mare Nostro short film

Rischio d'Impresa short film

Superciao.it pp. 88-89: "I viaggi di Cristoforo Colombo"

Supplemental Texts

Immagina Supersite Activities

Immagina Student Activities Manual

Easy News videos

Newspaper articles from www.tomshw.it

Op-ed articles from www.opinione.it and www.rightsreporter.org

Pro e Contro text

Superciao.it

Youtube clip of *Francesco's Italy: Top to Toe*

UNIT 1

Prospettive Lavorative: Job Prospects

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.4	Write an organized, coherent letter to themselves expressing their future goals and work aspirations.
ACTFL Interpretive Communication (Standard 1.2)	Demonstrate comprehension of content from the authentic <i>cortometraggio</i> resource highlighting roles of men and women in the workplace.

Unit Essential Questions

- How do Italians and Americans balance work and personal life?
- What are the roles of men and women in the workplace?
- In the society in which we live, what is the right balance between appearances, social position, and the true self?

Scope and Sequence

- Student reflection on who they are and where they want to go
- Vocabulary related to occupations, the working world, and finance
- *Cortometraggio: Rischio d'Impresa*
- Discussion on gender roles in the workplace and short film activities
- Grammar: present tense (regular & irregulars); future tense

Assured Assessments

Formative Assessment:

Students will complete a Graduation Hat mini-project. Students will decorate a graduation hat with symbols of where they are today and their future aspirations. Students will use the hat to give a mini-presentation of their vision of work and how they will present themselves in the world. Students will be assessed using the World Language Presentational Speaking Rubric. This will count as a speaking assignment in the formative assignment category of the gradebook.

Summative Assessment:

Students will complete a Unit Test covering chapter vocabulary, gender roles in the workplace, students' personal experiences in finding and keeping a job, and balancing work and personal life. The writing rubric will be used to assess the open-ended portion(s). Student mastery will be determined by accurate use of vocabulary, clear and organized writing with purpose and audience, and appropriate use of grammar. This assessment will be differentiated by scaffolding such as word banks, matching, and open-ended opportunities to express degrees of learning. This assessment will be factored into the course grade as a test grade.

Resources

Core

- *Immagina*
- *Rischio d'Impresa* short film

Supplemental

- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual

Time Allotment

- Approximately 4 weeks

UNIT 2

Feste e Tradizioni: Festivals and Traditions

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to show how historical Italian celebrations reflect the traditions of Italian culture today in a virtual Folkloristic Tour of Italy oral presentation.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks in a rally speech against consumerism.
ACTFL Cultures: Practices and Products (Standards 2.1 and 2.2)	Examine, compare, and reflect on products, practices, and/or perspectives of the target culture in a one-page reflection paper on the Italian American experience.
ISTE Research and Information Fluency (Standard 3)	Students apply digital tools to gather, evaluate and use information to represent the products, practices, and perspectives of Italian folkloristic holidays.

Unit Essential Questions

- What celebrations define Italian culture?
- How are celebrations a part of Italian culture and history?
- How has Christopher Columbus had a lasting impact on the Italian American culture?
- What was the Italian American experience like from the late 1800s until today?

Scope and Sequence

- Review of Italian regions
- Vocabulary related to celebrations, practices, and celebratory products
- Folkloristic Tour project presentation and note-taking
- Reading and discussion on celebrations and consumerism
- Reading on Christopher Columbus
- Interview with partners from Christopher Columbus reading
- Italian-Americans documentary
- One-page reflection on Italian-Americans documentary

Assured Assessments

Formative Assessment:

Students will read “*I viaggi di Cristoforo Colombo*” from *Superciao* and complete a quiz on Columbus’ influence and contributions.

Summative Assessment:

Students will complete a Google Slide poster and presentation to create a class Folkloristic Tour covering chapter vocabulary and Italian festival traditions tied to Italian local and national celebrations. The writing rubric will be used to assess the open-ended portion(s). Student mastery will be determined by accurate use of vocabulary, clear and organized speaking with purpose and audience, and appropriate use of grammar. This assessment will be differentiated by use of notecards, pairs vs. individual presentations, and elaboration and more in-depth presentation of the history of the celebrations to express degrees of learning. This assessment will be factored into the course grade as a test grade.

Resources

Core

- *Immagina*
- *The Italian Americans* documentary
- *Superciao.it* pp. 88-89: “*I viaggi di Cristoforo Colombo*”

Supplemental

- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual
- *Superciao.it*

Time Allotment

- Approximately 4 weeks

UNIT 3

Le ricchezze culturali e storiche: Cultural and Historical Treasures

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of the classic Italian novel, <i>I Promessi Sposi</i> , including its characters, themes, and morals; students will draw inferences from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.W.11-12.5	Determine two or more themes or central ideas of <i>I Promessi Sposi</i> and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; and provide an objective summary of the text in a 2-page composition.
CCSS.ELA-Literacy.RL.11-12.10	Read and comprehend <i>I Promessi Sposi</i> .
ACTFL Connections: Acquiring New Information (Standard 3.2)	Acquire and present information about the Italian Renaissance and influential Italian Renaissance artists and how they have made a lasting contribution in a variety of arenas, such as art, literature, architecture, etc., through a student-performed Art History lesson.
ACTFL Presentational Communication (Standard 1.3) ISTE Research and Information Fluency (Standard 3)	Students will prepare a digital and oral Art History lesson on an influential Italian Renaissance figure and masterpiece.

Unit Essential Questions

- What defines Italian Renaissance art?
- Where do we see Italian Renaissance art today?
- What factors caused the Italian Renaissance?
- Who are the key artists of the Renaissance?
- What major works of art define the Renaissance?
- How did *I Promessi Sposi* and Alessandro Manzoni influence Italian language and literature?

Scope and Sequence

- Film: *Francesco's Italy*: comparing/contrasting Gothic and Renaissance art
- Vocabulary related to art, artistic techniques, and artistic tools
- Research Italian Renaissance artists and present findings to class; note-taking

- Notes and examples on how to analyze art (*Superciao* Teacher’s Edition)
- Manzoni scavenger hunt
- Reading of *I Promessi Sposi*
- *I Promessi Sposi* character analysis, audio chapter narrations, and student summaries
- Mini-composition on moral of *I Promessi Sposi* and how it develops over the course of the novel
- Grammar: passato prossimo; passato remoto; descriptive adjectives.

Assured Assessments

Formative Assessment:

Students will complete a guided viewing of an episode of *Francesco’s Italy: Top to Toe*. This episode marks the birth of the Renaissance with Giotto’s work. For differentiation, students will work independently to watch the film (rather than as a whole class) with the ability to fast-forward, pause, and rewind at their individual paces.

Summative Assessment:

Students will complete a Unit Test covering chapter vocabulary, key Renaissance masterpieces and artists, timeline of the Renaissance, and the students’ ability to analyze Renaissance art. The writing rubric will be used to assess the open-ended portion(s). Student mastery will be determined by accurate use of vocabulary, clear and organized writing with purpose and audience, and appropriate use of grammar. This assessment will be differentiated by scaffolding such as word banks, matching, and open-ended opportunities to express degrees of learning. This assessment will be factored into the course grade as a test grade.

Students will also write an open-ended response to Manzoni’s major themes in *I Promessi Sposi*. This will be assessed using the THS Writing Rubric and graded as a Summative Assessment. Differentiation will be provided through a scaffolded set of instructions and a guided writing pre-worksheet from the novel’s supplementary activities.

Resources

Core

- *Immagina*
- *I Promessi Sposi* by Manzoni

Supplemental

- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual
- *Superciao.it*: sections on *Arte e Letteratura*
- YouTube clip of *Francesco’s Italy: Top to Toe*

Time Allotment

- Approximately 5-6 weeks

UNIT 4

Il valore delle idee: The Value of Ideas

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats in order to address the current political question “Does freedom of speech include hate speech?”
CCSS.ELA-Literacy.W.11-12.6	Create and give a persuasive speech during an oral debate on a current political topic.
ISTE Research and Information Fluency (Standard 3)	Apply digital tools to gather, evaluate, and use information throughout the unit.
ISTE Digital Citizenship (Standard 5)	Understand human, cultural and societal issues related to technology and practice ethical behavior by studying the value of ideas around the world during in-class debates and a humanitarian fair.
ACTFL Presentational Communication (Standard 1.3)	Create and give a persuasive speech during an oral debate on a current political topic.
ACTFL Cultures: Practices and Products (Standards 2.1 and 2.2)	Examine, compare, and reflect on the differences between Italian and American government in readings on the functions of each.
ACTFL Connections: Acquiring New Information (Standard 3.2)	Acquire information in preparation for a debate on a current political topic using authentic sources from Italian newspapers.

Unit Essential Questions

- What role does immigration play in today’s society?
- What are basic human rights and how can we defend them?
- What relationships does government have to our lives?

Scope and Sequence

- Student reflection on their interest in politics and background knowledge
- Readings on current political issue (e.g., free speech)
- In-class debates of current political issue
- Reflection on in-class debate
- Discussion on immigration
- Read transcript and view short film *Mare Nostrum*
- Create a human rights campaign
- Grammar: subjunctive

Assured Assessments

Formative Assessment:

Students will participate in an in-class Humanitarian Fair exploring options for how to get involved in human rights advocacy. They will research a human rights issue and create a poster and short presentation expressing the value and need for change. The work will be done through the suite of Google Apps and presented to the class in “science fair” style. Students will be graded using the World Language Department Presentational Speaking rubric. Students who need differentiation may use note cards and those who excel can write a letter directly to the advocacy group showing their support and work.

Summative Assessment:

Students will complete a Unit Test covering chapter vocabulary, roles of the Italian and American governments, issues surrounding human rights and freedom of speech, and the subjunctive mood. The writing rubric will be used to assess the open-ended portion(s). Student mastery will be determined by accurate use of vocabulary, clear and organized writing with purpose and audience, and appropriate use of grammar. This assessment will be differentiated by scaffolding such as word banks, matching, and open-ended opportunities to express degrees of learning. This assessment will be factored into the course grade as a test grade.

Resources

Core

- *Immagina*
- *Mare Nostrum* short film

Supplemental

- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual
- Op-ed articles from www.opinione.it and www.rightsreporter.org
- *Pro e Contro* text

Time Allotment

- Approximately 5-6 weeks

UNIT 5

La scienze e la tecnologia: Science and Technology

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.4	Explain the role technology has in our lives in an organized three-page essay.
CCSS.ELA-Literacy.W.11-12.6	Use technology to produce a rebuttal argument to the online debate after reading multiple media sources in response to ongoing feedback including new arguments or information.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate in an online debate over a current current technology issue (e.g., Should Apple unlock the iPhone used in San Bernardino?), building on others' ideas and expressing their own.
ISTE Research and Information Fluency (Standard 3)	Apply digital tools to gather, evaluate, and use information to prepare for the online thread discussion.
ISTE Digital Citizenship (Standard 5)	Understand human, cultural and societal issues related to technology and practice ethical behavior by viewing the short film <i>L'età del Fuoco</i> and participating in corresponding discussion.
ACTFL Interpretive Communication (Standard 1.2)	View and read the transcript to the short film <i>L'età del Fuoco</i> and respond to film analysis questions and discussions.

Unit Essential Questions

- What are some of the most revolutionary innovations of our time and how did they come to be?
- How is technology used in Italy?
- What is the impact of technology on our lives and relationships?
- What are the ethical thresholds of science and technology?

Scope and Sequence

- Student reflection on a time when technology didn't work as it should have (e.g., when WiFi was down at school)
- Direct instruction of Italian vocabulary for American technology terms
- Online debate including a thread discussion of a current technology issue (e.g., should Apple unlock the iPhone in the San Bernardino case?)
- EasyNews viewing

- Short film *L'età del Fuoco* and activities
- Grammar: comparatives and superlatives
- Essay Test

Assured Assessments

Formative Assessment:

Students will complete the viewing of *L'età del Fuoco* with supplementary activities in preparation for the summative assessment position paper. They will read the script first for comprehension and will be assessed in class discussion. They will then watch the film to see if their comprehension was accurate. This will be checked through warmups and class discussion activities taken from the workbook activities on pages 244 and 245.

Summative Assessment:

Students will complete a position paper explaining the role of technology in our lives and on our relationships and whether it serves us or we serve it. They must describe the house from the future from the short film *L'età del Fuoco*, a house from the past, and then comment on which of the two houses represents the ideal for them. The paper must include vocabulary and grammar from the entire unit and incorporate lessons learned from the online debates and the short film. It will be assessed using the THS Writing Rubric and graded as a Summative Assessment. Differentiation will be built in as some students will be able to prepare an outline ahead of time and student drafts will be accepted early. Excelling students can write additional pages.

Resources

Core

- *Immagina*
- *L'età del Fuoco* short film

Supplemental

- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual
- EasyNews videos
- Newspaper articles from www.tomshw.it
- *Pro e Contro* text

Time Allotment

- Approximately 3-4 weeks

UNIT 6

L'influenza dei media: The Influence of the Media

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.7	View and evaluate an Italian film of the teacher's choice to address the questions and themes of the film in a one-page essay.
ISTE Research and Information Fluency (Standard 3)	Apply digital tools to gather, evaluate, and use information to create a News Parody or Magazine.
ACTFL Connections: Acquiring New Information (Standard 3.2)	Students will watch the film <i>Benvenuti al Sud</i> and recognize the distinctive viewpoints and dialects of Northern and Southern Italians.

Unit Essential Questions

- What methods does the media use to portray (or distort) reality?
- How can one critique the accuracy and effectiveness of media?
- What is the influence of the media on our daily lives?
- What films and directors have influenced cinematography in Italy and in the United States?

Scope and Sequence

- Vocabulary related to cinema, radio, television, media, media personnel, and print
- Discussion on the media's influence on and portrayal of the facts
- Film study of teacher's choice

Assured Assessments

Formative Assessment:

Students will complete a quiz on the film *Benvenuti al Sud*.

Summative Assessment:

Students will create a magazine that demonstrates the enormous quantity of information available and how the media can distort reality. For differentiation, students can choose any theme and create a digital magazine site or print magazine. This project will be assessed using the THS Writing Rubric and the World Language Presentational Speaking Rubric. Student mastery will be determined by accurate use of vocabulary, clear and organized writing and speaking with purpose and audience, and appropriate use of grammar. This assessment will be factored into the course grade as a test grade.

Resources

Core

- *Immagina*
- *Benvenuti al Sud* film (or other at teacher's discretion)

Supplemental

- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual

Time Allotment

- Approximately 4 weeks

UNIT 7

Passion Project (Senior Capstone)

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media formats as well as in words in order to address a specific thesis question of student's choice related to a chapter in the <i>Immagina</i> textbook.
CCSS.ELA-Literacy.W.11-12.10	Read an authentic Italian article addressing students' individual thesis questions for their Capstone Projects.
ACTFL Connections: Acquiring New Information (Standard 3.2)	Present information, concepts, and ideas for their Senior Capstone Projects to the class.
ACTFL Culture: Products and Perspectives (Standard 2.2)	Demonstrate an understanding of the relationships between the products, practices, and perspectives of Italian and American cultures in relation to their Senior Capstone Project topics.

Unit Essential Questions

- How does one's passion relate to oneself, to what we have learned in class, and to Italian culture?

Scope and Sequence

- Student completion of Capstone Project Brainstorming Sheet
- Vocabulary specific to Senior Capstone Project topic
- Reading and text-based questions related to the student's Italian information source
- Student completion of notetaking and feedback sheets for each of the Senior Capstone Projects

Assured Assessments

Formative Assessment:

Students will read an authentic Italian article in relation to their Senior Capstone Projects. Students will complete reading questions to check for understanding. This will be checked for completion and understanding and count as a classwork grade. It is inherently a guided reading and has built-in scaffolding for differentiation. Excelling students may review more than one Italian resource.

Summative Assessment:

Students will choose a topic they are passionate about within the confines of the *Immagina* text and create a demonstration about how this topic relates to the products, practices, and perspectives of Italian culture. This project will be graded using the World Language Presentational Speaking Rubric. This assessment will be factored into the course grade as two test grades.

Resources

Core

- *Immagina*

Supplemental

- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual

Time Allotment

- Approximately 5 weeks

COURSE CREDIT

One credit in World Language
One class period daily for a full year

PREREQUISITES

Italian III

CURRENT REFERENCES

Barki, Pazit, and Pierangela Diadori. *Pro E Contro*. Rome: Bonacci, 1999. Print.

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ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

World Language Presentational Speaking Rubric

	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 _____				

May add Visual Communication for fifth category of evaluation for presentations.