



**Bristol Public Schools**  
**Office of Teaching & Learning**

<b>Department</b>	World Language
<b>Department Philosophy</b>	Our primary goal is to help all students develop linguistic proficiency and cultural sensitivity in a second language of their choice. We believe that all students can benefit from second language instruction. We recognize that not everyone learns at the same rate or in the same way; nevertheless, we believe that all students should have the opportunity to develop language proficiency to a degree commensurate with their individual abilities. In the 21st century, the ability to communicate effectively in a language other than English is increasingly important in today's global society. Also, we believe all students should have an awareness of other cultures as well as sensitivity and appreciation for the diversity around them. We believe that the study of a second language and culture will give them the tools to be successful in an ever increasing global market.
<b>Course</b>	Italian ECE
<b>Course Description for Program of Studies</b>	Students in Italian ECE/UCONN will further develop their proficiency in Italian through the study of Italian traditions, music, film, art, literature and history in the target language. In each unit, students will use all three modes of communication: interpersonal, interpretive, and presentational, building towards the intermediate high level of language acquisition as defined by the American Council Teaching of Foreign Languages. The course will follow ACTFL proficiency guidelines to support language development and improvement and use a variety of authentic resources as a springboard for writing and speaking activities.
<b>Grade Level</b>	12
<b>Pre-requisites</b>	Italian 3
<b>Credit (if applicable)</b>	3 UConn credits each semester for a total of 6 credits, 1 high school credit

P indicates standard will be a priority for the unit; S indicates a supporting standard

<b>District Learning Expectations and Standards</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>CONTENT STANDARD 1: Communication (Interpersonal Mode)</b> Engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions	P	P	P	P	P	P
<b>CONTENT STANDARD 2: Communication (Interpretive Mode)</b> Understand and interpret spoken and written language on a variety of topics	P	P	P	P	P	P
<b>CONTENT STANDARD 3: Communication (Presentational Mode)</b> Present information, concepts and ideas to listeners or readers on a variety of topics	P	P	P	P	P	P
<b>CONTENT STANDARD 4: Cultures</b> Demonstrate an understanding of the products, practices and perspectives of the cultures studied	P	P	P	P	P	P
<b>CONTENT STANDARD 5: Connections (Interdisciplinary Mode)</b> Reinforce and expand their knowledge of other areas of study through the world language				S	S	
<b>CONTENT STANDARD 6: Connections (Intradisciplinary Mode)</b> Acquire and use information from a variety of sources only available in the world language.			S		S	
<b>CONTENT STANDARD 7: Comparisons Among Languages</b> Demonstrate literacy and an understanding of the nature of language through comparisons across languages.						
<b>CONTENT STANDARD 8: Comparisons Among Cultures</b> Demonstrate an understanding of the concept of culture through comparisons across cultures.	S	S				S
<b>CONTENT STANDARD 9: Communities</b> Use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.						

## Course Overview

### Unit 1

Students will begin their study of Italian culture by exploring their own experiences with stereotypes, and compare those with commonly held stereotypes of Italians. They will then read descriptions of Italian traditions and watch excerpts of *Benvenuti al Sud* and *Benvenuti al Nord*, a film which compares and highlights Italian traditions and stereotypes. Finally, students will create a PSA celebrating the positive aspects of one Italian tradition and dispelling a stereotype that is associated with that tradition.

### Unit 2

After learning about Italian traditions and dispelling stereotypes, students will study another popular aspect of culture: music. They will begin by learning to discuss their own likes and dislikes across musical genres and time periods, expressing personal preferences of music in the target culture. Students will then read about and compare Italian genres and musicians to identify societal and cultural themes. Finally, students will choose their favorite musical genre /artist/song and present ways in which the music reflects or influences society.

### Unit 3

In the next unit, students continue to explore societal values, but do so through the study of film. Students will begin by studying trailers, as well as a rich tradition of Italian cinema posters, learning to discuss these with classmates and deciding whether or not they would be interested in seeing a particular film based on its trailer or film poster. Students will then study scenes, or possibly a full length film, in order to develop their interpretive communication and test the hypotheses they had made based on the posters. As they watch, they will identify plot, characters, and societal values, which they will then present in the form of a film review that weighs their own personal tastes with the societal value of the film.

### Unit 4

Students will use their ability to discuss and interpret film from the previous unit to deepen their understanding of Italian history. Students will begin by reading and/or watching historical accounts of the key events and sites of Italy's history from 1966-2003, including such events as the flooding of Florence in 1966, blue collar workers and student protests in Turin during the 1970's, and the economic crisis during the 1990's. They will then use this background knowledge to discuss the portrayal of these same historical events in the film *La Meglio Gioventu*. Finally, students will write a journal entry from the point of view of the main character discussing the personal impact of a significant historical event or moment.

### Unit 5

Students will then proceed further back into history and art to study beauty in Italian literature. They will begin by reading and analyzing Italian poetry and major works of classical and contemporary literature to identify how they approach and define beauty. Students will then discuss and compare their own definition of beauty and esthetics with those of their peers, referencing contemporary and classical literature and poetry to support their perspectives. Finally, students will rewrite a piece of classic literature, prose, or poetry, and present it to the class, comparing and connecting social views of the past and present.

### Unit 6

The course ends by pulling together art and history through the study of immigration. They will first read historical texts that discuss the theme of change and its effect on a nation and study artistic representations of immigration throughout history. They will then discuss the theme of immigration found and compare the impact of immigration on the United States and Italy. Finally, students will create their own artistic representation to capture what is gained and lost in the process of immigration, presenting it to the class in order to describe what their image represents and comparing their perspective to others.

## Unit 1: Traditions and Stereotype

### Essential Questions:

- How are traditions and stereotypes in Italian culture linked?
- What stereotypes do people have about Italians, and how do they form?
- What are popular Italian traditions, and how are they similar or different from my own?

### Unit 1 IPA

Interpersonal Task (1)	Interpretive Task (2)	Presentational Task (3)
Students will discuss their own experiences with stereotypes, and compare those with stereotypes of Italians.	Read descriptions of Italian traditions and watch excerpts of Benvenuti al Sud and Benvenuti al nord which highlights Italian traditions and stereotypes.	Create a PSA celebrating the positive aspects of one Italian tradition and dispelling a stereotype that is associated with that tradition.
Performance Indicator	Performance Indicator	Performance Indicator
I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.	I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> <li>● I can participate in conversations comparing my experiences with stereotypes with those of a classmate.</li> <li>● I can participate in conversations comparing stereotypes of Italians with stereotypes I have experienced</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand cultural nuances expressed through Italian traditions</li> <li>● I can identify the origins and characteristics of Italian traditions I read about</li> <li>● I can compare traditions in my culture to those in Italy</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe an Italian traditions and stereotype in detail</li> <li>● I can describe and dispel a stereotype associated with an Italian tradition</li> </ul>
Success Criteria	Success Criteria	Success Criteria
<p>In your conversation, you should:</p> <ul style="list-style-type: none"> <li>● use connected sentences</li> <li>● ask a variety of questions</li> <li>● speak across various time frames</li> <li>● (combine sentences to form paragraphs)</li> </ul>	<p>In your reading/viewing, you should:</p> <ul style="list-style-type: none"> <li>● Identify the essential elements of a tradition</li> </ul>	<p>In your presentations you should</p> <ul style="list-style-type: none"> <li>● Describe your tradition and stereotype in detail</li> <li>● Include a variety of time frames</li> <li>● Include a few short paragraphs</li> </ul>

## Unit 1 Content

### Grammar

#### For this IPA, students will need:

- Present tense of regular/irregular verbs
- Comparatives
- Imperfect

#### Students might need to review:

- Standard use of the past tense
- Passato prossimo and imperfetto
- Present tense of regular and irregular verbs

#### Advanced students can try:

- Using both past tenses at the same time
- Changing time frames when speaking
- Identifying the passato remoto and its use in writing

### Recommended Resources

#### Texts

- [Info graphics and text](#) about Italian stereotypes
- Il Decameron, by Giovanni Boccaccio
- Assorted fairytales
- La Gallina che non mollava mai
- Il gufo che aveva paura del buio

#### Videos

- [Short clip](#) dispelling stereotypes
- Benvenuti al Sud/Nord - trailers and clips can be found on youtube

#### Audio

- [Songs and activities](#)

#### Other

- [Images](#) for discussion

### Additional Considerations

#### Prior Knowledge

- A basic understanding of Italian geography to discuss different regional traditions.

#### Possible Misconceptions

- All Italians are...(looks, jobs, personality, beliefs etc)
- That storytelling is a superficial part of history.

## Unit 2: The Art of Sound

### Essential Questions:

- How does music reflect societal views?
- Who are major figures in Italian music?
- How does location affect culture, regionally and globally?

### Unit 2 IPA

Interpersonal Task (1)	Interpretive Task (2)	Presentational Task (3)
Students will discuss likes and dislikes of music across genres and time periods, expressing personal preferences of music in the target culture.	Students will read and compare articles based on particular genres and/or Italian musicians to identify societal/cultural themes.	Students will choose their favorite musical genre /artist/song and present ways in which the music mimics or influences society.
Performance Indicator	Performance Indicator	Performance Indicator
I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.	I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> <li>● I can give a series of reasons explaining why a musical style is appealing to me</li> <li>● I can summarize the meaning of a song and share my and other's opinions about it.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the main events in a musician's biography or history of a genre</li> <li>● I can identify the ways a musician or genre has impacted society</li> <li>● I can compare how traditions and events affect art and music</li> </ul>	<ul style="list-style-type: none"> <li>● I can give a series of reasons explaining why a musical style is appealing to me</li> <li>● I can give a presentation explaining the impact of music on a culture</li> <li>● I can present a series of statements supporting my thought or hypothesis</li> </ul>
Success Criteria	Success Criteria	Success Criteria
In your conversation, you should: <ul style="list-style-type: none"> <li>● use connected sentences</li> <li>● ask a variety of questions</li> <li>● speak across various time frames</li> <li>● (combine sentences to form paragraphs)</li> </ul>	As you read, you should: <ul style="list-style-type: none"> <li>● Recognize various time frames</li> </ul>	In your presentations you should <ul style="list-style-type: none"> <li>● Explain preferences, opinions and emotions pertaining to music</li> <li>● Use research and personal preferences as a base for discussion</li> </ul>

## Unit 2 Content

### Grammar

#### For this IPA, students will need:

- Present tense of regular/irregular verbs
- Present subjunctive

#### Students might need to review:

- Standard use of the past tense
- Present tense of regular and irregular verbs
- Expressing opinions and thoughts using the present subjunctive
- Comparing thoughts and ideas

#### Advanced students can try:

- Using the present subjunctive using impersonal expressions (E' importante, E' meglio etc)

### Recommended Resources

#### Texts

- [Lesson](#) comparing lyrics from different eras
- [Essay](#) exploring art and culture

#### Videos

- [Youtube compilations](#) of famous musicians

#### Audio

- [Spotify playlist](#) of Italian music

#### Other

- [The iceberg project](#) for grammar and vocabulary support

### Additional Considerations

#### Prior Knowledge

- General terms for Italian music, instruments and genre.

#### Possible Misconceptions

- The purpose of listening to music is for pure enjoyment.
- Music sounds the same all over the globe
- Opera is only for the rich and famous
- People cannot enjoy/appreciate music without understanding every word

## Unit 3: The Art of Film: Cinecitta'

### Essential Questions:

- In what ways are films influenced by bias and perspective?
- What kinds of films do I enjoy? Why?
- How do films impact how I think and feel about the target language/culture?

### Unit 3 IPA

Interpersonal Task (1)	Interpretive Task (2)	Presentational Task (3)
<p>In pairs, students will discuss whether or not they should see a film based on it's trailer or film poster.</p>	<p>Students will compare their expectations and hypotheses with an actual scene of an Italian film, identifying plot, characters, and societal values.</p>	<p>Students will write a film review based on their stated preferences pertaining to plot and characters, while also discussing societal values.</p>
Performance Indicator	Performance Indicator	Performance Indicator
<p>I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>	<p>I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.</p>	<p>I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</p>
Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> <li>● I can ask a variety of questions to understand a classmates taste in movies</li> <li>● I can recommend a movie to a classmate based on their stated preferences</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the sequence of events in a scene of a familiar film</li> <li>● I can understand the dynamics and most of the conversations among characters in a familiar film</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe character and plot development of a film</li> <li>● I can present my opinion of a film, based on my personal preferences</li> <li>● I can provide reasons why someone should watch a film despite their personal preferences</li> </ul>
Success Criteria	Success Criteria	Success Criteria
<p>In your conversation, you should:</p> <ul style="list-style-type: none"> <li>● use connected sentences</li> <li>● ask a variety of questions</li> <li>● speak across various time frames</li> <li>● (combine sentences to form paragraphs)</li> <li>● Recycle and use prior knowledge</li> </ul>	<p>As you watch and listen, you should:</p> <ul style="list-style-type: none"> <li>● Sequence multiple events in a scene</li> </ul>	<p>In your presentations you should:</p> <ul style="list-style-type: none"> <li>● Use a mix of researched information and personal opinions</li> <li>● Provide reasons why someone should or should not see the film</li> <li>● Write a few short paragraphs</li> </ul>



## Unit 3 Content

### Grammar

#### For this IPA, students will need:

- Present tense of regular/irregular verbs
- Conditional tense
- Future tense

#### Students might need to review:

- Subjunctive

#### Advanced students can try:

- Deepening their expression of thoughts and emotions
- Continuing with past tenses and subjunctive

### Recommended Resources

#### Texts

- [History](#) of cinecitta'

#### Videos

- Clips of I perfetti sconosciuti

#### Audio

- [Audio/visual history](#) of cinecitta'

#### Other

- [Guide](#) to discussing film in Italian
- [Italian Phrases](#) at the cinema
- [Italian vocabulary lesson](#) for the cinema

### Additional Considerations

#### Prior Knowledge

- Basic knowledge of film vocabulary in both Italian and English.
- Working knowledge of jobs in the film industry (director, producer, actor etc.)

#### Possible Misconceptions

- Italian films and American films are the same/totally different
- Italian actors and not as famous as American actors
- Italian films don't win awards
- People cannot enjoy/appreciate film without understanding every word

## Unit 4: The Art of History

### Essential Questions:

- How do people's views change as the world evolves? (overarching)
- How has Italy changed over time?
- How does history impact personal and national identity?

### Unit 4 IPA

Interpersonal Task (2)	Interpretive Task (1)	Presentational Task (3)
Students will discuss the portrayal of major historical events in Italy from 1966-2003 using the film <i>La Meglio Gioventu</i> as a guide. Students will compare their research to a corresponding section of the film.	Students will read/watch historical accounts of the key events and sites of Italy's history from 1966-2003.	Students will write a journal entry from the point of view of the main character discussing the personal impact of a significant historical event or moment.
Performance Indicator	Performance Indicator	Performance Indicator
I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.	I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> <li>● I can describe the aspects of a historical event that were omitted, included, or embellished in the film</li> <li>● I can ask my classmates about their options regarding a particular scene</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand a brief history of a famous person, landmark, or cultural event.</li> <li>● I can identify locations of landmarks or events</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe a significant historical event and its impact on society</li> <li>● I can describe my imagined reactions to historical and community events</li> </ul>
Success Criteria	Success Criteria	Success Criteria
In your conversation, you should: <ul style="list-style-type: none"> <li>● use connected sentences</li> <li>● ask a variety of questions</li> <li>● speak across various time frames</li> <li>● (combine sentences to form paragraphs)</li> <li>● Recycle and use prior knowledge</li> </ul>	As you read and listen, you should: <ul style="list-style-type: none"> <li>● Identify main events</li> <li>● Recognize various time frames</li> </ul>	In your presentations you should <ul style="list-style-type: none"> <li>● Draw on your reading/research</li> <li>● Describe real and imagined details</li> <li>● Write a few short paragraphs</li> <li>● Use various time frames</li> </ul>

## Unit 4 Content

### Grammar

**For this IPA, students will need:**

- Imperfetto/passato prossimo

**Students might need to review:**

- Continued use of past tenses (at this point they should be used simultaneously)
- Use of future and conditional expressions

**Advanced students can try:**

- Using the past, and present, future and conditional in all modes of communication

### Recommended Resources

**Texts**

- Friulian poetry collection by Pier Paolo Pasolini

**Videos**

- Film: La Meglio Gioventu or clips found on youtube

**Audio**

- La storia d'italia [podcast](#)

**Other**

- [Pinterest board](#) of images

### Additional Considerations

**Prior Knowledge**

- General knowledge of history- important moments and key players

**Possible Misconceptions**

- Italy's history is all about the Renaissance or the Ancient Romans.
- Italian people have not experienced the same levels of hardship as Americans
- Italians live "la dolce vita," a slow paced, comfortable life of "wining and dining"

## Unit 5: The Art of the Written Word

### Essential Questions:

- What pieces of literature define my own culture?
- How are esthetics defined in literature?
- How does the written word (literature, prose, poetry) define a culture?

### Unit 5 IPA

Interpersonal Task (2)	Interpretive Task (1)	Presentational Task (3)
Students will discuss and compare their own definition of beauty and esthetics, referencing contemporary and classical literature and poetry	Students will read and analyze Italian poetry and major works of classical and contemporary literature to identify how they approach and define beauty.	Students will rewrite a piece of classic literature, prose, or poetry, and present it to the class, comparing and connecting social views of the past and present.
Performance Indicator	Performance Indicator	Performance Indicator
I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.	I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> <li>● I can discuss the theme of beauty and aesthetics in literature</li> <li>● I can explain my reactions to poetry, prose, or literature, as well as what led to my reaction</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the theme of beauty in poetry, prose, or literature</li> <li>● I can identify the characters, audience, and main events of a poem or piece of literature</li> </ul>	<ul style="list-style-type: none"> <li>● I can recreate and a classical piece of literature</li> <li>● I can describe beauty and esthetics in literature</li> <li>● I can describe the emotions and message of my text</li> </ul>
Success Criteria	Success Criteria	Success Criteria
<p>In your conversation you should:</p> <ul style="list-style-type: none"> <li>● Discuss themes in conversation</li> <li>● Use connected sentences and paragraphs</li> <li>● Ask a variety of questions</li> <li>● Use various time frames.</li> </ul>	<p>In your reading, you should:</p> <ul style="list-style-type: none"> <li>● Identify the main ideas and themes</li> <li>● Identify various time frames</li> <li>● Read paragraph-length fictional texts.</li> </ul>	<p>In your presentation you should:</p> <ul style="list-style-type: none"> <li>● Refer to research to support your ideas</li> <li>● Use connected sentences that may combine to form paragraphs</li> <li>● Use various time frames.</li> </ul>

## Unit 5 Content

### Grammar

**For this IPA, students will need:**

- Imperfetto/passato prossimo

**Students might need to review:**

- Subjunctive

**Advanced students can try:**

- Using the past, and present, future and conditional in all modes of communication

### Recommended Resources

**Texts**

- Sections of Dante's Vita Nuova, La Divina Commedia
- Petrarch's "Canzoniere"

**Videos**

- Poetry scene "La Tigre e La Neve"

**Audio**

- Roberto Benigni's orations of "La Divina Commedia" and "Canzoniere"

**Tools**

- [Images](#) of Dante's inferno

### Additional Considerations

**Prior Knowledge**

- Students will recycle all three past tenses: passato prossimo, l'imperfetto e il passato remoto and will continue to apply literary vocabulary

**Possible Misconceptions**

- Classical text cannot connect to modern day issues and society
- Classical literature is not accessible to the high school learner
- Literature is boring and not for me

## Unit 6: The Art of Change

### Essential Questions:

- Why is it important to understand immigration historically?
- How does change affect a nation and a person?
- What and who are the major influences/ers of change?

### IPA

Interpersonal Task (2)	Interpretive Task (1)	Presentational Task (3)
<p>Students will discuss the theme of immigration found in art and will compare its impact on our country and Italy</p>	<p>Students will read historical texts that discuss the theme of change and its effect on a nation and find artistic representation of immigration.</p>	<p>Students will present their own artistic representation of what is gained and lost in the process of immigration, describing what their image represents and comparing their perspective to others.</p>
Performance Indicator	Performance Indicator	Performance Indicator
<p>I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>	<p>I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.</p>	<p>I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</p>
Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> <li>● I can exchange ideas on different viewpoints on immigration and change</li> <li>● I can respectfully discuss the pros and cons of immigration</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare and contrast various texts and audio discussing the themes of change and immigration</li> </ul>	<ul style="list-style-type: none"> <li>● I can present my perspective on the themes of immigration and change</li> <li>● I can describe costs and benefits of leaving one's country</li> <li>● I can accurately describe a piece of art that I made</li> </ul>
Success Criteria	Success Criteria	Success Criteria
<p>In your conversation you should...</p> <ul style="list-style-type: none"> <li>● Discuss the main idea</li> <li>● Speak using various time frames</li> <li>● Use connected sentences and paragraphs</li> <li>● Ask questions</li> <li>● Use multiple time frames</li> </ul>	<p>In your analysis you should...</p> <ul style="list-style-type: none"> <li>● Follow the main message</li> <li>● Read descriptive, paragraph-length informational texts.</li> <li>● Read and write using various time frames</li> </ul>	<p>In your presentation you should</p> <ul style="list-style-type: none"> <li>● Include reasons to support your perspective</li> <li>● Draw on your research/reading to inform your ideas</li> <li>● Speak using various time frames.</li> </ul>

## Unit 6 Content

### Grammar

**For this IPA, students will need:**

- Future/conditional

**Students might need to review:**

- Subjunctive, thoughts and emotions

**Advanced students can try:**

- Deepening their expression of thoughts and emotions
- Continuing with past tenses and subjunctive

### Recommended Resources

**Texts**

- Non soltanto un baule: collection of Immigration stories

**Videos**

- Netflix documentary fuocoammare

**Audio**

- Collections of Immigration stories

**Other**

- [Immigrazione e asilo](#)

### Additional Considerations

**Prior Knowledge**

- Passato prossimo/imperfetto
- futuro/condizionale

**Possible Misconceptions**

- Immigration is an isolated issue found in the US
- The difference between immigration and emigration