

Teacher Name:

Course Name: Italian III

Year

Week 1		Week 2	
Performance Standards		Performance Standards	
The student will: 1.3 Ask and answer questions* 1.5 Exchange information and knowledge 1.9 Ask and respond to questions to clarify information 2.2 Understand some ideas and familiar details*		The student will: 2.3 Obtain information and knowledge* 3.1 Express opinions and ideas 3.4 Describe people, places, and things* 3.8 Write simple paragraphs	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Capitoli 1- 6 Ripasso: Presente are,ere,ire,Verbi irregolari,Passato con avere ed essere Futuro		Capitoli 7- 12 Ripasso: Verbi Riflessivi, Imperfetto, Trapassato, Pronomi Imperativo	
Objectives	Essential Questions	Objectives	Essential Questions
1. To review Chapter 1-6	1. Come ti chiami? 2. Come stai? 3. Quanti anni hai?	1. To review Chapter 7- 12	1. Com'erano le tue giornate durante l'estate? 2. Hai preso un viaggio?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Instructor Edition of the text Instructor's Resource Guide and Testing Program Audio Program Video Program Overhead Transparencies	Video to accompany Prego The Prego Interactive CD-Rom Prego Online Learning Center Overhead Transparencies Audio CD	Instructor Edition of the text Instructor's Resource Guide and Testing Program Audio Program Video Program Overhead Transparencies	Video to accompany Prego The Prego Interactive CD-Rom Prego Online Learning Center Overhead Transparencies Audio CD
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Week 3		A	Week 4	
Performance Standards			Performance Standards	
The student will: 4.8 Interact appropriately in social and cultural activities 5.7 Analyze how idiomatic expressions work in both languages* 6.5 Compare, contrast, and exchange views on an aspect of the target culture*			The student will: 1.3 Ask and answer questions* 2.2 Understand some ideas and familiar details* 4.8 Identify patterns of social behavior that are typical of the target culture* 5.7 Analyze how idiomatic expressions work in both languages*	
Unit/ Topic/Lesson			Unit/Topic/Lesson	
Capitolo 13 l' ambiente, La protezione dell' ambiente, Il traffico Il riciclaggio			Capitolo 13 Condizionale presente Dovere, potere, volere nel condizionale	
Objectives	Essential Questions		Objectives	Essential Questions
1. To engage in a discussion concerning environmental problems and offer possible solutions.	1. Ricicli? 2. Cosa dovremmo fare per l' inquinamento? 3. Com' é il traffico qui a Boston? 4. Sei mai stato ad una stazione di servizio?		1. To conjecture and express intentions and preferences using the present conditional. 2. To form less forceful statements courteous requests using conditional.	1. Cosa faresti con \$1,000.00 dollari 2. Dove ti piacerebbe essere in questo momento/ 3. Potresti chiedere passaggio ad uno sconosciuto?
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Week 5		Week 6	
Performance Standards		Performance Standards	
The student will: 1.5 Exchange information and knowledge 2.3 Obtain information and knowledge* 3.8 Write simple paragraphs 4.8 Interact appropriately in social and cultural activities		The student will: 3.1 Express opinions and ideas 1.3 Ask and answer questions* 3.8 Write simple paragraphs	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Capitolo 13 Condizionale passato Pronomi possessivi		Capitolo 13 Ripasso Videoteca	
Objectives	Essential Questions	Objectives	Essential Question
1. To conjecture and express intentions and preferences using the past conditional. 2. To express ownership with possessive pronouns.	1. Avresti voluto andare ad un altro liceo? 2. Saresti andata alla festa con Maria? 3. Conosci la zia di lui?	1. To engage in a discussion concerning environmental problems and offer possible solutions. 2. To supply general information about Abruzzo e Molise. 3. To review Capitolo 13	1. Cosa faresti se cerchi un parcheggio, ma l'unico spazio che rimane e' un divieto di sosta? 2. non mi piace il mio professore d'inglese. Com'è il tuo? 3. Dov'è l'Abruzzo e Molise?
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Week 7		Week 8	
<p align="center">Performance Standards</p> <p>The student will: 3.4 Describe people, places, and things* 3.1 Express opinions and ideas 4.8 Interact appropriately in social and cultural activities 2.3 Obtain information and knowledge*</p>		<p align="center">Performance Standards</p> <p>The student will: 4.8 Interact appropriately in social and cultural activities 3.1 Express opinions and ideas 2.3 Obtain information and knowledge*</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Capitolo 14 Vocabolario: lo spettacolo, la musica, il teatro Cultura: Il Festival di San Remo</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Capitolo 14 Pronomi relativi Costruzioni con l'infinito</p>	
<p align="center">Objectives</p> <p>1. To engage in a discussion about Italian music and theater. 2. To introduce Il Festival di San Remo.</p>	<p align="center">Essential Questions</p> <p>1. Suoni qualche strumento musicale? 2. Qual'è la voce femminile più alta? 3. Che cos'è il festival di San Remo?</p>	<p align="center">Objectives</p> <p>1. To link two clauses using the relative pronouns. 2. To use chi in various ways. 3. To use and create sentences with an infinitive as the subject or as an object of another verb or preposition.</p>	<p align="center">Essential Questions</p> <p>1. Come si chiama il musicista che suona la chitarra? 2. Chi è il ragazzo con cui è uscito Marco ieri? 3. Cosa vuol dire "Chi dorme non piglia pesci"?</p>
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Week 9		Week 10	
Performance Standards		Performance Standards	
The student will: 1.9 Ask and respond to questions to clarify information 2.2 Understand some ideas and familiar details* 3.8 Write simple paragraphs 3.4 Describe people, places, and things*		The student will: 1.5 Exchange information and knowledge 2.3 Obtain information and knowledge* 3.8 Write simple paragraphs 4.8 Interact appropriately in social and cultural activities	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Capitolo 14 Nomi e aggettivi in –a Cultura: Liguria		Capitolo 14 Ripasso Videoteca	
Objectives	Essential Questions	Objectives	Essential Questions
1. To form and use nouns and adjectives ending in –a. 2. To supply general information about Liguria.	1. Ti consideri ottimista o pessimista? 2. Sei femminista? 3. Dov'è La Liguria? 4. Qual'è la capitale della Liguria?	1. To review Chapter 14. 2. To assess Chapter 14.	1. Con chi devi parlare se vuoi sapere circa l' Italia? 2. Qual'è il film che non volevi dimenticare? 3. Di che cosa sei entusiasta?
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Week 11		Week 12	
Performance Standards		Performance Standards	
The student will: 3.4 Describe people, places, and things* 3.1 Express opinions and ideas 4.8 Interact appropriately in social and cultural activities 2.3 Obtain information and knowledge*		The student will: 1.9 Ask and respond to questions to clarify information 2.2 Understand some ideas and familiar details* 3.8 Write simple paragraphs 3.4 Describe people, places, and things*	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Capitolo 15 Vocabolario: Arte, Letteratura, Archeologia, Artisti e Letterati Periodi della storia e dell' arte italiana		Capitolo 15 Passato Remoto Cultura: Dante e le sue opere	
Objectives	Essential Questions	Objectives	Essential Questions
1. To discuss topics, works, and figures in art and literature.	1. Perché il fiorentino è diventato una lingua nazionale? 2. Ti interessa l'archeologia? 3. Ti piace la pittura?	1. To read and understand texts that deal with distant past events. 2. To introduce Dante Alighieri and his works.	1. Chi era uno scrittore italiano che visse nel Medioevo e scrisse la Divina Commedia? 2. Chi dimostrò che la terra gira intorno al sole?
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Week 13		Week 14	
<p>Performance Standards</p> <p>The student will: 3.8 Write simple paragraphs 4.8 Identify patterns of social behavior that are typical of the target culture*</p>		<p>Performance Standards</p> <p>The student will: 1.5 Exchange information and knowledge 1.9 Ask and respond to questions to clarify information 2.2 Understand some ideas and familiar details* 2.3 Obtain information and knowledge*</p>	
<p>Unit/Topic/Lesson</p> <p>Capitolo 15 Numeri Ordinali, Volerci e Metterci Cultura: La Toscana</p>		<p>Unit/Topic/Lesson</p> <p>Capitolo 15 Videoteca Ripasso</p>	
<p>Objectives</p> <p>1. To use ordinal numbers to state the order of things or identify centuries. 2. To use the verbs volerci and metterci. 3. To supply general information about Toscana.</p>	<p>Essential Questions</p> <p>1. Chi é nato tra il XII e il XIII secolo? 2. Sai chi é Paolo Giovanni II? 3. A che piano vai? 4. Quando ci metti per andare a Boston?</p>	<p>Objectives</p> <p>1. To review Chapter 15. 2. To assess Chapter 15.</p>	<p>Essential Questions</p> <p>1. Dov' é la Toscana? 2. Qual 'e' la capitale della Toscana? 3. Chi erano alcuni artisti che vissero durante il Rinascimento?</p>
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Week 15		Week 16	
Performance Standards		Performance Standards	
The student will: 1.3 Ask and answer questions* 2.2 Understand some ideas and familiar details* 4.8 Identify patterns of social behavior that are typical of the target culture* 5.7 Analyze how idiomatic expressions work in both languages*		The student will: 1.5 Exchange information and knowledge 2.3 Obtain information and knowledge* 3.8 Write simple paragraphs 4.8 Interact appropriately in social and cultural activities	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Capitolo 16 Vocabolario: La politica, Lo stato, L'unione Europea I problemi sociali		Capitolo 16 Congiuntivo presente, Verbi e espressioni che richiedono il congiuntivo Cultura: Computer e Internet nel mondo del lavoro	
Objectives	Essential Questions	Objectives	Essential Questions
1. To relate general information on the history and current state of Italian politics and discuss political issues.	1. Voti? 2. Cos'euro? 3. Come si chiamano I tuoi senatori? 4. Come si chiama l' attuale presidente d' Italia?	1. To express commands and wishes and offer advice using the subjunctive. 2. To inquire about and express emotion, opinion, doubt, and uncertainty using the present and past subjunctive.	1. E' bene che il governo cerchi di diminuire le tasse? 2. E giusto che gli operai scioperino quando il costo della vita aumenta e lo stipendio rimane lo stesso?
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Week 17		Week 18	
Performance Standards		Performance Standards	
The student will: 3.1 Express opinions and ideas 1.3 Ask and answer questions* 3.8 Write simple paragraphs		The student will: 3.4 Describe people, places, and things* 3.1 Express opinions and ideas 4.8 Interact appropriately in social and cultural activities 2.3 Obtain information and knowledge*	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Capitolo 16 Videoteca Ripasso		Capitolo 17 Vocabolario: Il lavoro, (Guadagnarsi la vita), Cultura: Computer e Internet nel mondo del lavoro	
Objectives	Essential Questions	Objectives	Essential Questions
1. To supply general information about Lazio. 2. To review Chapter 16. 3. To assess Chapter 16.	1. Dov' é il Lazio? 2. Qual' e' la capitale? 3. Che cosa é e dove si trova lo Stato del Vaticano? 4. Qual ' e' una legge che non ti piace?	1. To describe different professions and talk about the Italian and American job markets.	1. Che cosa faresti se sei insoddisfatto del tuo lavoro? 2. Sei mai stato licenziato? 3. Qual 'e' il problem ache crea l 'introduzione dell 'informatica per gli impiegati piú anziani?
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Week 19		Week 20	
<p align="center">Performance Standards</p> <p>The student will: 4.8 Interact appropriately in social and cultural activities 3.1 Express opinions and ideas 2.3 Obtain information and knowledge*</p>		<p align="center">Performance Standards</p> <p>The student will: 1.9 Ask and respond to questions to clarify information 2.2 Understand some ideas and familiar details* 3.8 Write simple paragraphs 3.4 Describe people, places, and things*</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Capitolo 17 Coniugazioni che richiedono il congiuntivo Altri usi del congiuntivo</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Capitolo 17 Congiuntivo o Infinito</p>	
<p align="center">Objectives</p> <p>1. To use conjunctions that require the subjunctive to relate anticipated and past events.</p>	<p align="center">Essential Questions</p> <p>1. Ti licenzierai senza che la dirigente ti scriva una lettera di raccomandazione? 2. É vero che dovunque tu vada, troverai lavoro?</p>	<p align="center">Objectives</p> <p>1. To differentiate between structures that require the subjunctive and those that require the infinitive.</p>	<p align="center">Essential Questions</p> <p>1. Hai paura di non avere capito la lezione? 2. Vuoi che votino i tuoi genitori? 3. Sei contenta quando il governo aiuti il senzatetto?</p>
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Week 21		Week 22	
Performance Standards		Performance Standards	
The student will: 4.8 Interact appropriately in social and cultural activities 5.7 Analyze how idiomatic expressions work in both languages* 6.5 Compare, contrast, and exchange views on an aspect of the target culture*		The student will: 3.4 Describe people, places, and things* 3.8 Write simple paragraphs 4.8 Identify patterns of social behavior that are typical of the target culture*	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Capitolo 17 Ripasso Videoteca		Capitolo 18 Vocabolario: La società multiculturale, I problemi sociali Cultura: Immigrati clandestini	
Objectives	Essential Questions	Objectives	Essential Questions
1. To supply general information about Piemonte. 2. To review Chapter 17. 3. To assess Chapter 17.	1. Dov' é il Piemonte? 2. Qual 'é la capitale del Piemonte? 3. Hai fatto domanda a Dunkin Donuts?	1. To discuss social issues such as racism, immigration, multiculturalism, and so on.	1. Sei a favore di una legge che renda le droghe leggere legali? 2. Quali sono alcuni problemi sociali del nostro tempo? 3. Chi sono gli immigrati clandestini?
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Week 23		Week 24	
Performance Standards		Performance Standards	
The student will: 2.2 Understand some ideas and familiar details* 2.3 Obtain information and knowledge* 3.1 Express opinions and ideas		The student will: 1.3 Ask and answer questions* 1.5 Exchange information and knowledge 1.9 Ask and respond to questions to clarify information	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Capitolo 18 Imperfetto del congiuntivo		Capitolo 18 Trapassato del congiuntivo	
Objectives	Essential Questions	Objectives	Essential Questions
1. To inquire about and express past emotion, opinion, doubt and uncertainty using the imperfect subjunctive.	1. Preferisci che i tuoi genitori siano a favore delle nuove leggi? 2. È il razzismo il peggiore problema che ci sia? 3. Ti piacerebbe che i giovani fossero piú impegnati?	1. To inquire about and express past emotion, opinion, doubt, and uncertainty using the pluperfect subjunctive.	1. Hai paura che i tuoi amici non abbiano risolto quel problema? 2. È Capri la piú bella città che tu abbia visto?
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Week 25		Week 26	
<p align="center">Performance Standards</p> <p>The student will: 1.5 Exchange information and knowledge 2.3 Obtain information and knowledge* 3.8 Write simple paragraphs 4.8 Interact appropriately in social and cultural activities</p>		<p align="center">Performance Standards</p> <p>The student will: 3.4 Describe people, places, and things* 3.1 Express opinions and ideas 4.8 Interact appropriately in social and cultural activities 2.3 Obtain information and knowledge*</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Capitolo 18 Correlazione dei tempi nel congiuntivo</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Capitolo 18 Ripasso Videoteca</p>	
<p align="center">Objectives</p> <p>1. To form and express thoughts by combining various indicative and subjunctive moods.</p>	<p align="center">Essential Questions</p> <p>1. Credevi che i senzatetto non soffrissero di solitudine? 2. La mamma credeva di essere stata molto severa con te?</p>	<p align="center">Objectives</p> <p>1. To supply general information about Friuli-Venezia-Giulia. 2. To review Chapter 18. 3. To assess Chapter 18.</p>	<p align="center">Essential Questions</p> <p>1. Dov'è il Friuli-Venezia-Giulia? 2. Qual'è la capitale del Friuli-Venezia-Giulia? 3. Secondo te, cosa dovrebbe fare il governo per risolvere il problema della violenza nelle scuole?</p>
<p align="center">Teacher Resources</p> <p>Instructor Edition of the text Instructor's Resource Guide and Testing Program Audio Program Video Program Overhead Transparencies</p>	<p align="center">Media Resources</p> <p>Video to accompany Prego The Prego Interactive CD-Rom Prego Online Learning Center Overhead Transparencies Audio CD</p>	<p align="center">Teacher Resources</p> <p>Instructor Edition of the text Instructor's Resource Guide and Testing Program Audio Program Video Program Overhead Transparencies</p>	<p align="center">Media Resources</p> <p>Video to accompany Prego The Prego Interactive CD-Rom Prego Online Learning Center Overhead Transparencies Audio CD</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Given at the end of the week on all introduced topics and concepts. Test: Given at the end of Unit 1.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

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Week 27		Week 28	
<p align="center">Performance Standards</p> <p>The student will: 1.9 Ask and respond to questions to clarify information 2.2 Understand some ideas and familiar details* 3.8 Write simple paragraphs 3.4 Describe people, places, and things*</p>		<p align="center">Performance Standards</p> <p>The student will: 4.8 Interact appropriately in social and cultural activities 5.7 Analyze how idiomatic expressions work in both languages* 6.5 Compare, contrast, and exchange views on an aspect of the target culture*</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Lezione 1- 4 Franco e Pia, La Famiglia di Pia, L'arrivo in Italia Ciao</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Lezione 5- 9 L'aiuola, L'acquazzone, Andiamo al concerto Sull'aliscafo</p>	
<p align="center">Objectives</p> <p>1. To discuss the importance of roots. 2. To review the articles. The present indicative, the nouns, the adjectives, some irregular verbs and the adverbs. 3. To reinforce the meaning of idiomatic expressions.</p>	<p align="center">Essential Questions</p> <p>1. Che cosa vuol dire una borsa di studio? 2. Qual' é il tuo paese natale? 3. Che fai per le tue vacanze estive? 4. Qual 'é la differenza tra ciao e arrivederci?</p>	<p align="center">Objectives</p> <p>1. To review prepositions, the future tense, the command form, and the reflexive verbs. 2. To familiarize students with the city of Rome and Naples. 3. To introduce them to Alessandro and Domenico Scarlatti, great Italian musicians.</p>	<p align="center">Essential Questions</p> <p>1. Che cosa si trova in un aiuola? 2. Puoi descrivere un acquazzone? 3. Chi é Massenzio e chi é Scarlatti? 4. Che cosa si deve prendere per andare a Ischia?</p>
<p align="center">Teacher Resources</p> <p align="center">Text: Franco e Pia Resource Guide and testing program</p>	<p align="center">Media Resources</p> <p align="center">Overhead Transparencies Movies</p>	<p align="center">Teacher Resources</p> <p align="center">Text: Franco e Pia Resource Guide and testing program</p>	<p align="center">Media Resources</p> <p align="center">Overhead Transparencies Movies</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Given at the end of the week on all introduced topics and concepts. Test: Given at the end of Unit 1.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

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Week 29		Week 30	
<p align="center">Performance Standards</p> <p>The student will: 3.4 Describe people, places, and things* 3.8 Write simple paragraphs 4.8 Identify patterns of social behavior that are typical of the target culture*</p>		<p align="center">Performance Standards</p> <p>The student will: 2.2 Understand some ideas and familiar details* 2.3 Obtain information and knowledge* 3.1 Express opinions and ideas</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Lezione 10- 14 Il mal di mare, Piacere, Villa Anna Il giro dell'isola</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Lezione 15- 18 Mario non é pasticciera, I Giardini di Poseidon Al ristorante, La passeggiata e il caffè</p>	
<p align="center">Objectives</p> <p>1. To review direct object pronouns, the gerund form, the usage of the verb potere, and possessive adjectives. 2. To supply general information about the island of Ischia. 3. To familiarize students with the differences of Italian homes and American homes.</p>	<p align="center">Essential Questions</p> <p>1. Dove si trova l 'inquinamento? 2. Mi puoi dire una barzelletta? 3. Mi puoi spiegare la parola piacere e come si usa? 4. Che cos é il mal di mare?</p>	<p align="center">Objectives</p> <p>1. To review: the verb piacere, indirect object pronouns, disjunctive personal pronouns. 2. To discuss Italian proverbs vs. American proverbs. 3. to familiarize students with the gardens of Poseidon and its history.</p>	<p align="center">Essential Questions</p> <p>1. Perché molti pavimenti in Italia sono di marmo? 2. Che cosa é una tavernetta? 3. Dove sono situate le isole di Capri e Ischia? 4. Dov 'é il monte Epomeo?</p>
<p align="center">Teacher Resources</p> <p align="center">Text: Franco e Pia Resource Guide and testing program</p>	<p align="center">Media Resources</p> <p align="center">Overhead Transparencies Movies</p>	<p align="center">Teacher Resources</p> <p align="center">Text: Franco e Pia Resource Guide and testing program</p>	<p align="center">Media Resources</p> <p align="center">Overhead Transparencies Movies</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Given at the end of the week on all introduced topics and concepts.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Given at the end of the week on all introduced topics and concepts. Test: Given at the end of Unit 1.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

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Week 31		Week 32	
Performance Standards		Performance Standards	
The student will: 1.3 Ask and answer questions* 1.5 Exchange information and knowledge 1.9 Ask and respond to questions to clarify information		The student will: 1.3 Ask and answer questions* 2.2 Understand some ideas and familiar details* 4.8 Identify patterns of social behavior that are typical of the target culture* 5.7 Analyze how idiomatic expressions work in both languages*	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Lezione 19- 22 All' albergo Vesuvio, Nella Citta' sepolta Il compleanno di Pia		Lezione 23- 24 Ah Quei verbi, Arrivederci Addio Ripasso	
Objectives	Essential Questions	Objectives	Essential Questions
1. To review: more idiomatic expressions, verbs that denote atmospheric condition, the adjectives bello e buono. 2. To discuss Italian institutions like: fare una passeggiata o prendere un caffè 3. To introduce them to the stazioni balneari located all over Italy.	1. Che cosa é "Sorriso"? 2. Quando si mangia frutta e formaggio in Italia? 3. Quando eruppe il Vesuvio? 4. Che festa si celebra il 10 Agosto? 5. Che cosa é la Villa dei Misteri?	1. To review the verb tree, and some extra Italian phrases. 2. To supply general information about Pompei and Mount Vesuvio. 3. To discuss briefly some Italian Folklore. 4. To review Franco e Pia.	1. Che cosa é il Ferragosto? 2. Qual 'é il segreto ad imparare i verbi irregolari in italiano? 3. Quante coniugazioni ci sono in italiano? 4. Che cosa si ímpara leggendo le biografie di uomini e donne illustri?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Text: Franco e Pia Resource Guide and testing program	Overhead Transparencies Movies	Text: Franco e Pia Resource Guide and testing program	Overhead Transparencies Movies
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Given at the end of the week on all introduced topics and concepts.	Completed by: Comments	Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Given at the end of the week on all introduced topics and concepts. Test: Given at the end of Unit 1.	Completed by: Comments

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