

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Italian 1B	Grade Level(s): 8
Department: World Languages	Credits:
BOE Adoption Date: October 20, 2016	Revision Date(s):

ABSTRACT

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting. In Italian 1B, the students work at the novice-mid proficiency level within three important modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The Italian 1B course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Core Curriculum Content Standards (NJCCCS) & Common Core State Standards (CCSS).

Curriculum & Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with South Harrison Township Elementary

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
- 5. Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
- 6. Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
- 7. Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for the following: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics.*
15. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21st Century Skills:** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide

Course Title: Italian 1B

Prerequisite(s): Italian 1A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
<p>Unit 1</p> <p>Introduction to Italian 1B</p> <p>Topics: Present tense conjugation of regular -ARE verbs and irregular verbs, gender & number agreement, definite/indefinite articles, common vocab</p> <p>AP Theme(s): Personal and Public Identities</p>	<p>9 weeks (Sep-Dec)</p>	<p>Power Standards:</p> <p>WL.7.1.NM.B.L.1.a - Respond to learned questions. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.d - Describe people, places, and things. WL.7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. WL.7.1.NM.C.L.1.c - Describe people, places, and things. Secondary (Supportive): WL.7.1.NM.A.4 -Identify familiar people, places, and objects based on simple oral and/or written descriptions. WL.7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions. WL.7.1.NM.C.L.1.a - Make lists.</p>	<ol style="list-style-type: none"> Students will be able to engage in short conversations and provide and demonstrate basic information knowledge and retention of past vocabulary. Students will be able to construct a conversation about daily activities to talk about things that they and others like to do. 	<ol style="list-style-type: none"> Review vocabularies of greetings, expressions, classroom objects, campus, weather, calendar, animals, colors, numbers, and clothing. Describe themselves and others using descriptive adjectives. Review and apply subject pronouns and definite/indefinite articles. Practice noun-adjective agreement. Conjugate and apply regular –ARE verbs in contextualized examples in the present tense. Manipulate verbs to subject. Recognize and employ irregular verbs: avere, essere, fare, andare. Create simple sentences and also form complex, level-appropriate paragraphs.
<p>Unit 2</p> <p>All in the Family</p>	<p>9 weeks (Dec-Feb)</p>	<p>Power Standards: WL.7.1.NM.B.C.4—Many products and practices</p>	<ol style="list-style-type: none"> Students will be able to create a family tree and talk about the likes and dislikes of their family members as well 	<ol style="list-style-type: none"> Conjugate ERE and IRE verbs. Sort ERE and IRE verbs into categories, i.e., time of the

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
<p>Topics: -ERE and -IRE verbs, family vocabulary, possessive adjectives, likes/dislikes, <i>Non esiste la perfezione</i> story and essay</p> <p>AP Theme: <u>Contemporary Life, Families and Communities</u></p>		<p>related to home and community are shared across cultures; others are culture-specific.</p> <p>WL.7.1.NM.B.C.7—Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>Secondary (Supportive): WL.7.1.NM.A.L.1—The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>WL.7.1.NM.A.2— Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.5— Demonstrate comprehension of brief oral</p>	<p>as how people are related to each other.</p> <p>2. Students will be able to discuss and debate the positive and negative aspects of family life as they exist in Italy and the United States.</p> <p>3. Students will be able to compose a short essay that predicts the ending to “Non Esiste la Perfezione.”</p>	<p>day that you do them, thing you do at home, things you do at school, things your friends or family like to do, etc.</p> <ol style="list-style-type: none"> 3. Create a list of things your family members like to do and things your family members don’t like to do. 4. Distinguish between what is mine, yours, his/hers, ours, theirs using possessive adjectives. 5. Apply possessive adjectives in writing and orally. 6. Organize a given family tree based on written and oral description. 7. Identify significant ideas in readings from culturally authentic materials. 8. Read the first three chapters of “Non Esiste La Perfezione.” 9. Predict (in a simple composition) what will happen in the fourth and final chapter of “Non Esiste La Perfezione.”

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p>and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>WL.7.1.NM.B.L.1.a— Respond to learned questions.</p> <p>WL.7.1.NM.B.L.1.b—Ask memorized questions.</p> <p>WL.7.1.NM.B.L.1.c—State needs and preferences.</p> <p>WL.7.1.NM.B.4—Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>WL.7.1.NM.B.5—Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>WL.7.1.NM.C.L.1—The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently.</p> <p>WL.7.1.NM.C.L.1.a—Make lists.</p> <p>WL.7.1.NM.C.L.1.b—State needs and preferences.</p>		

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p>WL.7.1.NM.C.3—Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.7.1.NM.C.L.1.—Describe people, places, and things.</p> <p><u>NJSLS Writing Standards:</u></p> <p>NJSLSA.W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>NJSLSA.W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>NJSLSA.W.8.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p>NJSLSA.W.8.5 -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been</p>		

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
<p>Unit 3</p> <p>Around Town</p> <p>Topics: Prepositions, time, avere idiomatic expressions, irregular verbs: andare, dovere, volere, potere, dire, uscire, venire</p> <p>AP Theme: Contemporary Life</p>	<p>9 weeks (Feb-April)</p>	<p>addressed.</p> <p>Power Standards: WL.7.1.NM.A.1—Recognize familiar spoken or written words and phrases contained in culturally authentic materials using information sources related to targeted themes. WL.7.1.NM.A.4—Identify familiar people, places, and objects based on simple oral and/or written descriptions. WL.7.1.NM.C.4—Present information from age- and level-appropriate, culturally authentic materials orally or in writing. WL.7.1.NM.B.C.4—Many products and practices related to home and community are shared across cultures; others are culture-specific. WL.7.1.NM.B.C.7—Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	<p>1. Students will be able to use the correct prepositional contractions to express which stores in a typical Italian town <i>to go (andare)</i> to in order to satisfy certain feelings, i.e., hunger, thirst, sickness, etc. 2. Students will be able to use the 24-hour clock to express at what time <i>they must (dovere), they want (volere), or they are able to (potere)</i> go to certain stores. 3. Students will be able to describe their Italian town with the help of the irregular verbs <i>to say (dire), to go out; exit (uscire), and to come (venire)</i>.</p>	<ol style="list-style-type: none"> 1. Contract prepositions. 2. Conjugate and apply the verb <i>andare</i>. 3. Label different places in a town. 4. Describe why you would go to a certain store/place in a town using idiomatic expressions with <i>avere</i>. 5. Conjugate and apply the verbs <i>dovere, volere, and potere</i>. 6. Conjugate and apply the verbs <i>dire, uscire, and venire</i>. 7. Organize daily activities into categories: things you want to do, have to do, are able to do (<i>dovere, volere, potere</i>). 8. Tell time.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p>WL.7.1.NM.C.L.1.b- State needs and preferences.</p> <p>Secondary (Supportive):</p> <p>WL.7.1.NM.A.L.1—The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>WL.7.1.NM.A.2— Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.5 — Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>WL.7.1.NM.B.L.1.a— Respond to learned questions.</p> <p>WL.7.1.NM.B.L.1.b—Ask memorized questions.</p> <p>WL.7.1.NM.B.L.1.c—State needs and preferences.</p>		

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p>WL.7.1.NM.B.4—Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>WL.7.1.NM.B.5—Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>WL.7.1.NM.C.L.1—The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently.</p> <p>WL.7.1.NM.C.L.1.a—Make lists.</p> <p>WL.7.1.NM.C.3—Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.7.1.NM.B.L.1.d—Describe people, places, and things.</p> <p>WL.7.1.NM.C.L.1.c—Describe people, places, and things.</p> <p>WL.7.1.NM.C.5—Name and label tangible cultural products and imitate cultural practices from the target</p>		

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
<p>Unit 4 All about Me</p> <p>Topics: Reflexive verbs, food vocabulary, time and clothing review</p> <p>AP Theme: <u>Global Challenges, Beauty and Aesthetics</u></p>	<p>3-4 weeks (April-May)</p>	<p>culture(s).</p> <p>Power Standards: WL.7.1.NM.A.C.1 - Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. WL.7.1.NM.A.C.3 - Healthy eating habits and fitness practices may vary across cultures. WL.7.1.NM.A.C.5 - What is perceived as “basic needs” varies among and within cultures. Secondary (Supportive): WL.7.1.NM.B.L.1.c - State needs and preferences WL.7.1.NM.B.L.1.d - Describe people, places, and things. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.a - Respond to learned questions.</p>	<p>1. Students will be able to talk about their daily routine, including what time they do things, what they eat, and what they wear.</p>	<ol style="list-style-type: none"> 1. Define and conjugate reflexive verbs. 2. Define and use food in complete sentences. 3. Identify a daily routine through the use of reflexive verbs, time, and clothing.
<p>Unit 5 Famous Italians</p> <p>Topics: Famous Italians research and presentation</p> <p>AP Theme: <u>Personal and Public Identities</u></p>	<p>2-3 weeks (May)</p>	<p>Power Standards: WL.7.1.NM.A.C.7 - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an</p>	<p>1. Students will be able to research and create a presentation about a famous Italian person.</p>	<ol style="list-style-type: none"> 1. Research a famous Italian using the internet. 2. Identify appropriate sources for research. 3. Record information in a google document on google classroom. 4. Create a presentation based off of the chosen famous

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p>awareness of the shared human experience.</p> <p>Secondary (Supportive): WL.7.1.NM.B.C.2 -Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p> <p>Interdisciplinary: TECH.8.1.8.A.CS1 - Understand and use technology systems. TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.</p>		<p>Italian.</p> <p>5. Present to multiple groups about the chosen famous Italian.</p>
<p>Unit 6 Life is Beautiful</p> <p>Topics: Life is Beautiful movie, discussion, and essay</p> <p>AP Theme: Personal and Public Identities</p>	<p>2 weeks (June)</p>	<p>Power Standards: WL.7.1.NM.A.1—Recognize familiar spoken or written words and phrases contained in culturally authentic materials using information sources related to targeted themes. WL.7.1.NM.B.C.7—Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an</p>	<p>1. Students will be able to construct an essay using parts of the film, <i>Life is Beautiful</i>.</p>	<ol style="list-style-type: none"> 1. Consider how Guido played out the last months of his life. Explain how Guido made light of such a horrible situation for the well-being of others. Provide examples and explain why he did it. 2. Cite examples that demonstrate how Guido risks his own safety and well-being for the good of others. 3. Identify what is important to Guido and examples of Guido doing whatever is necessary to protect what is most dear to him.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p>awareness of the shared human experience.</p> <p><u>Secondary (Supportive):</u> WL.7.1.NM.A.L.1—The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text and speech. WL.7.1.NM.A.5— Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. <u>Interdisciplinary:</u> TECH.8.1.8.A.CS1 - Understand and use technology systems. TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression. <u>NJSLS Writing Standards:</u> NJSLSA.RL.8.7 -- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or</p>		<ol style="list-style-type: none"> 4. Provide examples wherein Guido keeps ‘hope’ alive. 5. Explain how Guido makes others feel good about their situation.

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p>script, evaluating the choices made by the director or actors.</p> <p>NJSLSA.W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>NJSLSA.W.8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLSA.W.8.2c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>NJSLSA.W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJSLSA.W.8.2e - Establish and maintain a formal style.</p> <p>NJSLSA.W.8.2f - Provide a concluding statement or section that follows from and</p>		

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Topics and Skills
		supports the information or explanation presented.		
<p>Unit 7 The Sport of Bocce</p> <p>Topics: The sport and culture of Bocce</p> <p>AP Theme: Contemporary Life</p>	1 week (June)	<p>Power standards: WL.7.1.NM.C.C.7—Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. WL.7.1.NM.C.C.7—Many products and practices related to home and community are shared across cultures; others are culture-specific. WL.7.1.NM.A.C.2 - Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices Secondary (Supportive): WL.7.1.NM.B.C - Cultural</p>	1. Students will be able to understand and explain why Bocce is an important sport to Italian culture.	<ol style="list-style-type: none"> 1. Identify why Bocce is important to Italian culture. 2. Understand how to play Bocce.

Unit 1: An Introduction to Italian 1B	Recommended Duration: [9 Weeks– September-December]
<p>Unit Description: This unit is designed to review the fundamentals of Italian 1A through reading, writing, listening, and speaking activities. Topics to review include various vocabulary, subject pronouns, definite/indefinite articles, regular –ARE verb conjugations, noun-adjective agreement, and the conjugation of irregular and stem-changing verbs. To help solidify these skills, students will learn about various ways that Italians communicate, such as through gestures. Their newfound knowledge will be put into practice through a class period where they must only speak in Italian called, “Parliamo Italiano!”</p>	

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> 1. Why is it so important to learn grammar? 2. What is the importance of recognizing key terms in a foreign language? 3. How can I help my audience understand me? 4. How can one express complex ideas using simple terms? 5. How are people from different cultures universally alike? 	<ol style="list-style-type: none"> 1. Learning grammar of any language enhances acquisition of vocabulary, syntax, and grammar of a speaker’s native language. 2. Idiomatic expressions and key terms are universal across languages and gives the learner insight into how linguistic function in general. 3. The correct implementation of a language pattern builds fluency and helps those around understand the messages. Using proper vocabulary to identify nouns and describe people is also important. Vocabulary is essential to communication. These words should be pronounced clearly and attempt to mimic a native speaker. 4. It is key to use words you know to create a clear message. Language is best communicated when it is kept simple. Think about the purpose in its most basic form: to convey a thought. Do not stray from that. If you are unsure of a word, talk around it using words you know. This strategy of communication is called circumlocution. It is even used by native speakers who are unfamiliar with certain vocabulary. 5. No matter where people live in the world, they share universal traits. Some examples include the following: <ul style="list-style-type: none"> • Communicating with a verbal language consisting of a limited set of sounds and grammatical rules for constructing sentences • Using age and gender to classify people (teenager, senior citizen, male, female) • Classifying people based on marriage, descent relationships, and having kinship terms to refer to them (wife, mother, uncle, cousin) • Raising children in some sort of family setting • Distinguishing between good and bad behavior • Making jokes and playing games

Essential Questions:	Enduring Understandings:
	While all cultures have these and many other universal traits, different cultures have developed their own specific ways of expressing them. For example, in Italy, they communicate both verbally and physically. Many hand gestures are used to aid in communicating in Italian.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards: WL.7.1.NM.B.L.1.a - Respond to learned questions. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.d - Describe people, places, and things. WL.7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. WL.7.1.NM.C.L.1.c - Describe people, places, and things.</p> <p>Secondary (Supportive): WL.7.1.NM.A.4 -Identify familiar people, places, and objects based on simple oral and/or written descriptions. WL.7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions. WL.7.1.NM.C.L.1.a - Make lists.</p>	<ol style="list-style-type: none"> Students will be able to engage in short conversations and provide and demonstrate basic information knowledge and retention of past vocabulary. Students will be able to construct a conversation about daily activities to talk about things that they and others like to do. 	<ol style="list-style-type: none"> Review vocabularies of greetings, expressions, classroom objects, campus, weather, calendar, animals, colors, numbers, and clothing. Describe themselves and others using descriptive adjectives. Review and apply subject pronouns and definite/indefinite articles. Practice noun-adjective agreement. Conjugate and apply regular –ARE verbs in contextualized examples in the present tense. Manipulate verbs to subject. Recognize and employ irregular verbs avere, essere, fare, and are, learned previously. Create simple sentences and also form complex, level-appropriate paragraphs.

Formative Assessments:	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Warm-ups Exit Slips 	<ul style="list-style-type: none"> Unit test 	<ul style="list-style-type: none"> Posters Skit/Presentation 	<ul style="list-style-type: none"> CSA #1 (Pre-Assessment) Unit test

Formative Assessments:	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Questioning • Graphic Organizers (foldables) • Group/Class Discussions • Multiple-Choice and Free-Response Questions • Quizzes • Think-Pair-Share • Listening Exercises • Academic Games • Journal Entry • Observation • Hand signals • Choral response • Worksheets • CSA #1 (Pre-Assessment) 			<ul style="list-style-type: none"> • Skit/presentation

Possible Assessment Modifications /Accommodations/Differentiation:
<ul style="list-style-type: none"> • Extended time • Word banks • Multiple-choice options • Graphic organizers • Tiered options based on readiness level

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • Providing Clear Learning Goals and Scales • Tracking Student Progress • Establishing Classroom Routines • Identifying Critical Information • Chunking Content into "Digestible Bites" • Reviewing Content • Organizing Students to Practice and Deepen Knowledge • Practicing Skills, Strategies, and Processes

Instructional Strategies (*Robert Marzano's 41 Elements*):

- Providing Resources and Guidance
- Using Academic Games
- Direct Instruction
- Cooperative learning
- Small Group Instruction
- Graphic Organizers
- Modeling
- Homework
- Scaffolding
- Interactive Notebooks

Possible Instructional Modifications /Accommodations/Differentiation:

- Extended time
- Preferential seating
- Interactive Notebooks
- Repeated drill and practice
- Graphic organizers
- Teacher notes
- Clarification of directions
- Providing written instructions
- Flexible grouping
- Tiered assignments
- Learning Stations
- Provide one-on-one instructions
- Provide guided notes
- Refocus student if he/she is off task
- Learning contracts
- Homework

Unit Vocabulary:

Essential:

-**English Language Connections:** Noun, verb, adjective, subject pronoun(s), cognate, infinitive, articles, conjugation, stem

-**Conversation/Phrases/Vocabulary:** Greetings and pleasantries, expressions, other various vocabulary previously learned

Unit Vocabulary:

Expressions for keeping a conversation going: come si dice, come si pronuncia, ecc.

Classroom expressions: Posso andare al bagno? Posso bere acqua? Posso andare al mio armadietto? ecc.

Personal information: Di dove sei? Dove abiti? Qual'è il tuo indirizzo?, ecc.

Greetings and introductions: Come ti chiami? Come stai? Ciao!, Ti presento, ecc.

Adjectives: basso, alto, piccolo, grande, corto, lungo, buffo, bello, brutto, carino, intelligente, simpatico, antipatico, ecc.

Articles: il, lo, l', i, gli, la, l', le ->definite un, uno, una, un'-> indefinite

-ARE verb endings: -o, -i, -a, -iamo, -ate, -ano

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
	Technology: <ul style="list-style-type: none"> • Promethean Board • Various presentational tools • Duolingo • Google Docs • Video clips 	<input checked="" type="checkbox"/> Global Awareness ___ Civic Literacy ___ Financial, Economic, Business, & Entrepreneurial Literacy ___ Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation ___ Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills ___ Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration ___ Information Literacy

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:

Resources:
<p data-bbox="92 354 1549 386">Texts/Materials: <i>Percorsi</i> textbook, dictionaries, worksheets, various ancillary materials and authentic web-based material</p> <ul data-bbox="92 427 1104 532" style="list-style-type: none"> <li data-bbox="92 427 1104 459">• Major Assignments/Assessments (required): CSA #1 (Pre-Assessment), Unit Test <li data-bbox="92 500 684 532">• Major Activities (required): Skit/Presentation

Unit 2: All in the Family	Recommended Duration: 9 Weeks–Dec-Feb
Unit Description: This unit intends to introduce our students to the dynamics of the Italian family. The students will understand the nation’s current negative birthrate, organize an extended family tree, and discuss why the Italian family is central to its culture. Vocabulary will be taught in context throughout the unit. The unit culminates with a simple composition where students will predict what happens at the end of a short story.	

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> 1. How has the Italian culture made family life so vibrantly sustainable in a world of fast-paced demands? How does this lifestyle compare to our own? 2. How can I enhance my connections with people through language? Why is understanding your family tree important? 3. How can I help my audience understand me? 4. What are “language patterns” and how can they help me learn and use a new language? 	<ol style="list-style-type: none"> 1. The Italian day is structured in a way that reflects cultural priorities. It is no secret the Italians place heavy emphasis on maintaining a family structure. Generally, school and work finish around one o’clock in the afternoon. Everyone returns home to eat lunch with his/her family. During this time, it is not uncommon to find grocery stores, drug stores, shops, and other businesses closed in the middle of the day. The Italians find/make time within their day for their families. After lunch, many people return to work for a few hours. Those who don’t typically meet up with friends and extended family in the evening. They gather in the local piazza to socialize. Time is utilized differently and sometimes it takes longer to “get things done” at work. For better or worse, the Italians show a different commitment to family life than we do in the United States. 2. Everyone has a history. Some people know their history better than others. Some can talk about their heritage or family tree and even trace their roots back to Europe, Africa, South America, or Asia. Knowing where we come from is part of our personal identity. It gives us a sense of purpose when traveling, reading, or finding common interest with others. By understanding who we are and where we come from allows us to be part of a global community. Studying a language, like Italian, gives you the opportunity to share in the global community in a very real and personal way. 3. Being able to identify the person to whom you are referring is essential for clear communication. Imagine saying, “It’s her book,” and then pointing to a boy. This might confuse the person with whom you are speaking. For this reason, possessive adjectives can help your audience understand you more clearly. In Italian, a possessive adjective agrees in number and gender with the object it refers to. For

Essential Questions:	Enduring Understandings:
	<p>example, “la mia penna” means my pen. Pen is a feminine noun and is therefore modified by the feminine form of the possessive adjective, “la mia.” “Il mio libro” is an example of the same possessive adjective taking on its masculine form to describe who the “libro” belongs to. All possessive adjectives have four forms: masculine singular, masculine plural, feminine singular, and feminine plural.</p> <p>4. Subject pronouns are not always used in Italian. Instead, subjects are recognized by the different ways a verb is conjugated. In Italian, -ere and -ire verbs follow a simple conjugation pattern. Simply explained, the -ere or -ire is dropped from the infinitive and an ending is added. These endings indicate the subject of the verb. Catching on to this pattern will make it easy to understand, speak, and write the Italian language.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards: WL.7.1.NM.B.C.4—Many products and practices related to home and community are shared across cultures; others are culture-specific. WL.7.1.NM.B.C.7—Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>Secondary (Supportive): WL.7.1.NM.A.L.1—The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<ol style="list-style-type: none"> 1. Students will be able to create a family tree and talk about the likes and dislikes of their family members as well as how people are related to each other. 2. Students will be able to discuss and debate the positive and negative aspects of family life as they exist in Italy and the United States. 3. Students will be able to compose a short essay that predicts the ending to “Non Esiste la Perfezione.” 	<ol style="list-style-type: none"> 1. Conjugate ERE and IRE verbs. 2. Sort ERE and IRE verbs into categories, i.e., time of the day that you do them, thing you do at home, things you do at school, things your friends or family like to do, etc. 3. Create a list of things your family members like to do and things your family members don’t like to do. 4. Distinguish between what is mine, yours, his/hers, ours, theirs using possessive adjectives. 5. Apply possessive adjectives in writing and orally. 6. Organize a given family tree based on written and oral description. 7. Identify significant ideas in readings from culturally authentic materials.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>WL.7.1.NM.A.2—Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.5—Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>WL.7.1.NM.B.L.1.a—Respond to learned questions.</p> <p>WL.7.1.NM.B.L.1.b—Ask memorized questions.</p> <p>WL.7.1.NM.B.L.1.c—State needs and preferences.</p> <p>WL.7.1.NM.B.4—Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>WL.7.1.NM.B.5—Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>WL.7.1.NM.C.L.1—The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently.</p> <p>WL.7.1.NM.C.L.1.a—Make lists.</p> <p>WL.7.1.NM.C.L.1.b—State needs and preferences.</p> <p>WL.7.1.NM.C.3—Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.7.1.NM.C.L.1.—Describe people, places, and things.</p>		<ol style="list-style-type: none"> 8. Read the first three chapters of “Non Esiste La Perfezione.” 9. Predict (in a simple composition) what will happen in the fourth and final chapter of “Non Esiste La Perfezione.”

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quizzes • Hand signals • Writing breaks • One on one conferencing • Observation • Choral response • Oral questioning • Listening exercises • Worksheets • Exit slips • Peer feedback • Graphic organizers • Discussions • Duolingo scores 	<ul style="list-style-type: none"> • Oral Presentations 	<ul style="list-style-type: none"> • Short Essay (alternate ending to unit story) • Presentations-Skits • Family photo album 	<ul style="list-style-type: none"> • Short Essay (alternate ending to unit story) • Presentations-Skits • Family photo album

Possible Assessment Modifications /Accommodations/Differentiation:
<ul style="list-style-type: none"> • Preferential seating • Extended time on assessments • Allow extension on projects/take home assignments • Provide word bank when appropriate • Provide one-on-one instructions • Provide guided notes • Refocus student if he/she is off task

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<p data-bbox="96 1130 730 1157">Presentation of new material through the following:</p> <ul style="list-style-type: none"> • Modeling • Video clips • TPR • Note-taking • Scaffolding

Instructional Strategies (*Robert Marzano's 41 Elements*):

Processing and deepening of new information through the following:

- Cooperative learning: small/large group instruction; teacher-guided practice and peer-guided practice
- Identifying errors in homework
- Learning games
- Mini-projects/presentations
- Graphic organizers
- Jigsaws
- Peer editing
- Writing breaks
- Discussion

Possible Instructional Modifications /Accommodations/Differentiation:

- Goal Setting
- Preferential seating
- Provide one-on-one instructions
- Provide guided notes
- Refocus student if he/she is off task
- Learning contracts
- Flexible grouping
- Homework
- Learning stations
- Literature circles
- Multiple texts
- Learning menus/choice boards
- Tiered assignments
- Enhanced directions

Unit Vocabulary:

Essential: Family – madre, padre, fratello, sorella, zio, cugino, etc.

ERE and IRE verbs - Aprire Chiedere Chiudere Conoscere gente nuova Correre Credere Crescere Decidere Dipingere Discutere di politica/di sport Dormire Leggere una rivista Mettere Offrire *Parlare* al telefono Partire Perdere Prendere un caffè Ricevere Rispondere alle mail Scrivere lettere/poesie Seguire una partita alla televisione Sorridere Vincere Vivere Vestire Vedere un film Vendere Mi piace Ti piace Capire Finire Preferire Pulire Spedire

Possessive adjectives: mio, tuo, suo, nostro, vostro, loro

Non-Essential: Frequency: Ogni giorno/mattina/sera Qualche volta Raramente Sempre Spesso

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>Interdisciplinary:</p> <p>NJSLSA.W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>NJSLSA.W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>NJSLSA.W.8.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>NJSLSA.W.8.5 -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Promethean Board • Various presentational tools • Duolingo • Google Docs • Video clips 	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Resources:

Texts/Materials: *Percorsi* textbook, dictionaries, worksheets, various ancillary materials and authentic web-based material

Major Assignments (required): Short Essay, Family Photo Album

Major Activities (required): Presentation-Skits

Essential Questions:	Enduring Understandings:
<p>3. How can I help my audience understand me? Likewise, how can I understand them?</p>	<p>for each preposition mentioned above. When an article and preposition are consecutive words in a sentence, they combine to reflect the gender and number of the noun that follows. For example, “to the store” is expressed as “al negozio” and “to the car” is expressed as “alla macchina.” Likewise, from the store and from the car are expressed as <i>dal negozio</i> and <i>dalla macchina</i>, respectively. Catching on to this pattern will make it easy to understand, speak, and write the Italian language.</p> <p>3. Being able to express needs and understand basic statements is essential for effective communication. When speaking to a native, it is not enough to state that you are hungry. You also need the skill of listening for a response. For example, if you are hungry, it may follow that someone will suggest going to a nearby restaurant. They might even give you simple directions to the restaurant. What good are those directions if you can’t understand them? If you can only express the need but can’t understand a response well enough to satisfy that need, are you really communicating? Building listening fluency is essential to communicating with any audience.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards: WL.7.1.NM.A.1—Recognize familiar spoken or written words and phrases contained in culturally authentic materials using information sources related to targeted themes. WL.7.1.NM.A.4—Identify familiar people, places, and objects based on simple oral and/or written descriptions. WL.7.1.NM.C.4—Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ol style="list-style-type: none"> 1. Students will be able to use the correct prepositional contractions to express which stores in a typical Italian town <i>to go (andare)</i> to in order to satisfy certain feelings, i.e., hunger, thirst, sickness, etc. 2. Students will be able to use the 24-hour clock to express at what time <i>they must (dovere), they want (volere), or they are able to (potere)</i> go to certain stores. 3. Students will be able to describe their Italian town with the help of the irregular verbs <i>to say (dire), to go out; exit (uscire), and to come</i> 	<ol style="list-style-type: none"> 1. Contract prepositions. 2. Conjugate and apply the verb <i>andare</i>. 3. Label different places in a town. 4. Describe why you would go to a certain store/place in a town using idiomatic expressions with <i>avere</i>. 5. Conjugate and apply the verbs <i>dovere, volere, and potere</i>. 6. Conjugate and apply the verbs <i>dire, uscire, and venire</i>. 7. Organize daily activities into categories: things you want to do, have to do, are able to do

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>WL.7.1.NM.B.C.4—Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>WL.7.1.NM.B.C.7—Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>WL.7.1.NM.C.L.1.b- State needs and preferences.</p> <p>Secondary (Supportive):</p> <p>WL.7.1.NM.A.L.1—The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>WL.7.1.NM.A.2—Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>WL.7.1.NM.A.5 —Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>WL.7.1.NM.B.L.1.a—Respond to learned questions.</p> <p>WL.7.1.NM.B.L.1.b—Ask memorized questions.</p> <p>WL.7.1.NM.B.L.1.c—State needs and preferences.</p> <p>WL.7.1.NM.B.4—Ask and respond to simple questions, make requests, and express</p>	<p>(venire).</p>	<p>(dovere, volere, potere).</p> <p>8. Tell time.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:	
<p>preferences using memorized words and phrases.</p> <p>WL.7.1.NM.B.5—Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>WL.7.1.NM.C.L.1—The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently.</p> <p>WL.7.1.NM.C.L.1.a—Make lists.</p> <p>WL.7.1.NM.C.3—Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>WL.7.1.NM.B.L.1.d—Describe people, places, and things.</p> <p>WL.7.1.NM.C.L.1.c—Describe people, places, and things.</p> <p>WL.7.1.NM.C.5—Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>			
Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quizzes • Hand signals • Writing breaks • One on one conferencing • Observation • Choral response • Oral questioning • Listening exercises • Worksheets • Exit slips • Peer feedback 	<ul style="list-style-type: none"> • CSA #2 • Mini-posters • All Around Town Project 	<ul style="list-style-type: none"> • Conversations • All Around Town Project 	<ul style="list-style-type: none"> • CSA #2 • All Around Town Project

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Graphic organizers • Discussions • Duolingo scores 			

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> • Preferential seating • Extended time on assessments • Allow extension on projects/take home assignments • Provide word bank when appropriate • Provide one on one instructions • Provide guided notes • Refocus student if he/she is off task

Instructional Strategies (Robert Marzano's 41 Elements):
<p data-bbox="92 792 730 821">Presentation of new material through the following:</p> <ul data-bbox="142 867 331 1042" style="list-style-type: none"> • Modeling • Video clips • TPR • Note-taking • Scaffolding <p data-bbox="92 1084 932 1114">Processing and deepening of new information through the following:</p> <ul data-bbox="92 1159 1352 1446" style="list-style-type: none"> • Cooperative learning: small/large group instruction; teacher-guided practice and peer-guided practice • Identifying errors in homework • Learning games • Mini-projects/presentations • Graphic organizers • Jigsaws • Peer editing • Writing breaks

Instructional Strategies (Robert Marzano's 41 Elements):

- Discussion

Possible Instructional Modifications /Accommodations/Differentiation:

- Goal Setting
- Preferential seating
- Provide one-on-one instructions
- Provide guided notes
- Refocus student if he/she is off task
- Learning contracts
- Flexible grouping
- Homework
- Learning stations
- Literature circles
- Multiple texts
- Learning menus/choice boards
- Tiered assignments
- Enhanced directions

Unit Vocabulary:**Essential:**

Places in a town: un parco, una chiesa, una città, una farmacia, un museo, un negozio, un ospedale, un ristorante, una scuola, uno stadio, una stazione, un supermercato, un'università, una strada, una via, una biblioteca, un posto, un teatro, un palazzo, una fontana, una piazza, un ufficio postale, la banca, L'albergo, il bar, La gelateria, il centro commerciale, il cinema, La libreria

Prepositions: a, in, di, da, su, in, sopra, sotto, davanti, indietro, con, per, senza, a sinistra, a destra, tra/fra,

Expressions with avere: Avere.....anni, Avere bisogno di, Avere caldo, Avere freddo, Avere fame, Avere sete, Avere ragione, Avere torto, Avere fretta, Avere sonno, Avere paura, Avere pazienza, Avere voglia di

Expressions with time: A che ora....? Adesso...Che ora è? Che ore sono? Dopo, Poi, Prima di, È tardi, È presto, Sono in orario, Sono in ritardo, Mezzogiorno, Mezzanotte, Mattina, Pomeriggio, Sera, Notte, Quando, Ogni giorno, Di solito, Orologio, Sempre, Mai, Stamattina, Stasera, Stanotte, Qualche volta, Spesso

Unit Vocabulary:

Irregular verbs: Andare, Dovere, Potere, Volere, Dire, Uscire, Venire

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
	Technology: <ul style="list-style-type: none"> • Promethean Board • Various presentational tools • Duolingo • Google Docs • Video clips 	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy

Resources:

Texts/Materials: *Percorsi* textbook, dictionaries, worksheets, various ancillary materials and authentic web-based material

Major Assignments (required): CSA #2

Major Activities (required): All Around Town Project

Unit 4: All About Me	Recommended Duration: 3-4 Weeks–April-May
Unit Description: This unit intends to help students develop writing skills through a real-life situation. Students will describe their daily routine through what they eat, what they wear, how they get ready, and what time they do all of that. This will be expressed in a letter to a pretend Italian host family. This unit will bring together reflexive verbs conjugation, time, and clothing.	

Essential Questions:	Enduring Understandings:
<ol style="list-style-type: none"> In what ways does having a daily routine help one to be successful in life? How can I help my audience understand me? 	<ol style="list-style-type: none"> Daily routines differ with the individual but they also differ from country to country. For example, a daily routine in Italy is slower-paced, whereas a daily routine in America is fast-paced. Having a daily routine in place can help one get to places on time, meet deadlines for work, and help to form good organizational skills. These can lead to having a more important role in one’s field of work, which then causes one to make more money. Being able to express your daily routine is essential for effective communication, especially to a host family in Italy during a study abroad program. When going to stay with a family, it’s essential that you can communicate your basic needs.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards: WL.7.1.NM.A.C.1 - Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. WL.7.1.NM.A.C.3 - Healthy eating habits and fitness practices may vary across cultures. WL.7.1.NM.A.C.5 - What is perceived as “basic needs” varies among and within cultures. Secondary (Supportive): WL.7.1.NM.B.L.1.c - State needs and preferences WL.7.1.NM.B.L.1.d - Describe people, places,</p>	<ol style="list-style-type: none"> Students will be able to talk about their daily routine, including what time they do things, what they eat, and what they wear. 	<ol style="list-style-type: none"> Define and conjugate reflexive verbs. Define and use food in complete sentences. Identify a daily routine through the use of reflexive verbs, time, and clothing.

Relevant Standards:		Learning Goals:	Learning Objectives:
and things. WL.7.1.NM.B.L.1.b - Ask memorized questions. WL.7.1.NM.B.L.1.a - Respond to learned questions.			
Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Quizzes • Hand signals • Writing breaks • One on one conferencing • Observation • Choral response • Oral questioning • Listening exercises • Worksheets • Exit slips • Peer feedback • Graphic organizers • Discussions • Duolingo scores 	<ul style="list-style-type: none"> • CSA #4 	<ul style="list-style-type: none"> • Letter to a host family 	<ul style="list-style-type: none"> • Letter to a host family • CSA #4

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> • Preferential seating • Extended time on assessments • Allow extension on projects/take home assignments • Provide word bank when appropriate • Provide one on one instructions • Provide guided notes • Refocus student if he/she is off task

Instructional Strategies (*Robert Marzano's 41 Elements*):

Presentation of new material through the following:

- Modeling
- Video clips
- TPR
- Note-taking
- Scaffolding

Processing and deepening of new information through the following:

- Cooperative learning: small/large group instruction; teacher-guided practice and peer-guided practice
- Identifying errors in homework
- Learning games
- Mini-projects/presentations
- Graphic organizers
- Jigsaws
- Peer editing
- Writing breaks
- Discussion

Possible Instructional Modifications /Accommodations/Differentiation:

- Goal Setting
- Preferential seating
- Provide one-on-one instructions
- Provide guided notes
- Refocus student if he/she is off task
- Learning contracts
- Flexible grouping
- Homework
- Learning stations
- Literature circles

Possible Instructional Modifications /Accommodations/Differentiation:

- Multiple texts
- Learning menus/choice boards
- Tiered assignments
- Enhanced directions

Unit Vocabulary:

Essential: Reflexive verbs: addormentarsi, alzarsi, divertirsi, farsi la doccia/il bagno/la barba, guardarsi allo specchio, lavarsi, lavarsi i denti, mettersi, pettinarsi (i capelli), prepararsi, riposarsi, spogliarsi, svegliarsi, truccarsi, vestirsi

Other verbs: andare a letto, avere un appuntamento, cenare, fare colazione, pranzare

Other vocabulary: di solito/generalmente, dopo/poi, ogni giorno/tutti i giorni, più tardi, prima, adesso/ora, essere in ritardo, impegnato/a, libero/a, È presto, È tardi

Food vocabulary: le bevande, i primi piatti, i secondi piatti, i contorni, le verdure, i dolci, la frutta, il latte, il riso, le patate, i fagiolini, il gelato, le pere, ecc.

Clothing vocabulary: la maglietta, le scarpe, i pantaloncini, ecc.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
	Technology: <ul style="list-style-type: none"> • Promethean Board • Various presentational tools • Duolingo • Google Docs • Video clips 	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input checked="" type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
			___ Information & Communication Technologies Literacy __X__ Communication & Collaboration ___ Information Literacy

Resources:
<p>Texts/Materials: <i>Percorsi</i> textbook, dictionaries, worksheets, various ancillary materials and authentic web-based material</p> <p>Major Assignments (required): Letter to a host family, CSA #4</p> <p>Major Activities (required): Letter to a host family</p>

Unit 5: Famous Italians	Recommended Duration: 2-3 Weeks–May
Unit Description: This unit intends to teach students the importance that various Italians had on society, as we know it. They will research a specific famous Italian and become the “expert” of this famous person by presenting in mini-presentation groups to their peers. This unit is important for students to not only be able to better their researching and presentation skills but also to learn more about how Italians have greatly contributed to our world.	

Essential Questions:	Enduring Understandings:
1. What contributions have famous Italians made to the USA/Italy? Why are they important to us/Italians?	1. Italians exert a strong influence on all areas of society, from politics to business, cuisine, film, music, and art. They have helped shape the world that we know today through various outlets, such as food and fashion. It is important to know who they are and what they did for America, Italy, and even the world.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Power Standards: WL.7.1.NM.A.C.7 - Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p> <p>Secondary (Supportive): WL.7.1.NM.B.C.2 -Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p>	1. Students will be able to research and create a presentation about a famous Italian person.	<ol style="list-style-type: none"> 1. Research a famous Italian using the internet. 2. Identify appropriate sources for research. 3. Record information in a google document on google classroom. 4. Create a presentation based off of the chosen famous Italian. 5. Present to multiple groups about the chosen famous Italian.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • One on one conferencing • Observation • Oral questioning • Exit slips • Peer feedback 	<ul style="list-style-type: none"> • Famous Italians research project/presentation 	<ul style="list-style-type: none"> • Famous Italians research project/presentation 	<ul style="list-style-type: none"> • Famous Italians research project/presentation

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Graphic organizers • Discussions 			

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> • Preferential seating • Allow extension on project • Provide one on one instructions • Provide guided notes/recommended websites • Refocus student if he/she is off task

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • Modeling • Note-taking • Scaffolding • Graphic organizers • Peer editing

Possible Instructional Modifications /Accommodations/Differentiation:
<ul style="list-style-type: none"> • Goal Setting • Preferential seating • Provide one-on-one instructions • Provide guided notes • Refocus student if he/she is off task • Learning contracts • Flexible grouping • Homework • Tiered assignments • Enhanced directions

Unit Vocabulary:

Essential: Leonardo Da Vinci, Galileo, Giuseppe Garibaldi, Michelangelo, Luciano Pavarotti, Monica Bellucci, Alessandro Del Plero, Andrea Bocelli, Sophia Loren, Gianni Versace, etc.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>Interdisciplinary:</p> <p>TECH.8.1.8.A.CS1 - Understand and use technology systems.</p> <p>TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Promethean Board • Various presentational tools • Google Docs • Computers 	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Resources:

Texts/Materials: Information researched on the internet, library books, computers

Major Assignments (required): Famous Italians research project/presentation

Major Activities (required): Famous Italians research project/presentation

Unit: 6 and Life is Beautiful	Recommended Duration: 2 Weeks–June
Unit Description: This unit intends to introduce the students to how Italians were affected during World War II. In this film study, the students will view Roberto Benigni’s masterpiece <i>Life is Beautiful</i> . The students will find a wonderful example of a man who believed in living life and hopefully gain an understanding of the moral strength and will required to live this way during the WWII era.	

Essential Questions:	Enduring Understandings:
1. What is the meaning of film’s title, “ <i>Life is Beautiful</i> ”?	1. <i>Life is Beautiful</i> is a about an Italian-Jewish man who, along with his son and wife, were taken to a concentration camp in Nazi occupied Germany during WWII. His experiences in the concentration camp depict the struggles of millions of Jews in Europe during that time. From his first day in the concentration camp, he develops a wonderfully complex fantasy for his son, Giosuè, which involves pretending that their time in the camp is a game. He understands his life now revolves around the protection of his son and his will to survive in order to be reunited with his wife. He proactively chooses his own attitude in every situation and circumstance throughout the film. He shows us what it means to make light of a horrible situation for the well-being of others. He helps us understand that no matter the situation life is always beautiful.

Relevant Standards	Learning Goals	Learning Objectives
<p>Power Standards:</p> <p>WL.7.1.NM.A.1—Recognize familiar spoken or written words and phrases contained in culturally authentic materials using information sources related to targeted themes.</p> <p>WL.7.1.NM.B.C.7—Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	1. Students will be able to construct an essay using parts of the film, <i>Life is Beautiful</i> .	<ol style="list-style-type: none"> 1. Consider how Guido played out the last months of his life. Explain how Guido made light of such a horrible situation for the well-being of others. Provide examples and explain why he did it. 2. Cite examples that demonstrate how Guido risks his own safety and well-being for the good of others. 3. Identify what is important to Guido and examples of Guido doing whatever is necessary to protect what is most dear to him.

Relevant Standards	Learning Goals	Learning Objectives
<p>Secondary (Supportive): WL.7.1.NM.A.L.1—The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text and speech. WL.7.1.NM.A.5—Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>		<ol style="list-style-type: none"> 4. Provide examples wherein Guido keeps ‘hope’ alive. 5. Explain how Guido makes others feel good about their situation.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Writing breaks • Observation • Oral questioning • Listening exercises • Worksheets • Exit slips • Peer feedback • Graphic organizers • Discussions 	<ul style="list-style-type: none"> • Explanatory Essay 	<ul style="list-style-type: none"> • Explanatory Essay 	<ul style="list-style-type: none"> • Explanatory Essay

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> • Preferential seating • Extended time on assessments • Allow extension on projects/take home assignments • Provide word bank when appropriate • Provide one on one instructions • Provide guided notes • Refocus student if he/she is off task

Instructional Strategies (*Robert Marzano's 41 Elements*):

Presentation of new material through the following:

- Video clips
- Note-taking
- Scaffolding

Processing and deepening of new information through the following:

- Cooperative learning: small/large group instruction; teacher-guided practice and peer-guided practice
- Mini-projects/presentations
- Graphic organizers
- Jigsaws
- Peer editing
- Writing breaks
- Discussion

Possible Instructional Modifications /Accommodations/Differentiation:

- Goal Setting
- Preferential seating
- Provide one-on-one instructions
- Provide guided notes
- Refocus student if he/she is off task
- Learning contracts
- Flexible grouping
- Homework
- Learning stations
- Literature circles
- Multiple texts
- Learning menus/choice boards
- Tiered assignments
- Enhanced directions

Unit Vocabulary:**Essential:** N/A**Non-Essential:** *La Seconda Guerra Mondiale, Principessa, Ebreo, Carro Armato*

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
<p>Interdisciplinary:</p> <p>TECH.8.1.8.A.CS1 - Understand and use technology systems.</p> <p>TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.</p> <p>NJSLSA.RL.8.7 -- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>NJSLSA.W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>NJSLSA.W.8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLSA.W.8.2c - Use appropriate and varied transitions to create cohesion</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Promethean Board • Various presentational tools • Google Docs • Video clips • Computers 	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
<p>and clarify the relationships among ideas and concepts.</p> <p>NJLSA.W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJLSA.W.8.2e - Establish and maintain a formal style.</p> <p>NJLSA.W.8.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>			

Resources:
<p>Texts/Materials: <i>Life is Beautiful</i> movie, computers, various ancillary materials</p> <p>Major Assignments (required): Explanatory Essay</p> <p>Major Activities (required): Explanatory Essay</p>

Unit 7: The Sport of Bocce	Recommended Duration: 1 Week–June
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Unit Description: This unit intends to explain how to play Bocce ball and why it is important to Italian culture. Students will participate in a tournament against the French classes.

Essential Questions:	Enduring Understandings:
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1. Why is Bocce an important sport to Italian culture?	1. Bocce is important to Italian culture because anyone can play it. It’s for all ages, gender and athletic abilities. It’s a versatile game in which the rules may be changed according to who is playing. It can also be played on any surface.
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Relevant Standards	Learning Goals	Learning Objectives
<p>Power standards: WL.7.1.NM.C.C.7—Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. WL.7.1.NM.C.C.7—Many products and practices related to home and community are shared across cultures; others are culture-specific. WL.7.1.NM.A.C.2 - Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. Secondary (Supportive): WL.7.1.NM.B.C - Cultural</p>	<p>1. Students will be able to understand and explain why Bocce is an important sport to Italian culture.</p>	<p>1. Identify why Bocce is important to Italian culture. 2. Understand how to play Bocce.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
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Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Observation • Oral questioning • Worksheets • Exit slips • Peer feedback • Discussions 	<ul style="list-style-type: none"> • Bocce tournament 	<ul style="list-style-type: none"> • Bocce tournament 	<ul style="list-style-type: none"> • Bocce tournament

Possible Assessment Modifications /Accommodations/ Differentiation:

- Preferential seating
- Provide word bank when appropriate
- Provide one on one instructions
- Provide guided notes
- Refocus student if he/she is off task

Instructional Strategies (Robert Marzano's 41 Elements):

Presentation of new material through the following:

- Video clips
- Note-taking
- Scaffolding

Processing and deepening of new information through the following:

- Cooperative learning: small/large group instruction; teacher-guided practice and peer-guided practice
- Discussion

Possible Instructional Modifications /Accommodations/Differentiation:

- Goal Setting
- Preferential seating
- Provide one-on-one instructions
- Provide guided notes

Possible Instructional Modifications /Accommodations/Differentiation:

- Refocus student if he/she is off task
- Flexible grouping
- Learning stations
- Enhanced directions

Unit Vocabulary:**Essential:** Bocce, Pallina, Forza Italia

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
	Technology: <ul style="list-style-type: none"> • Promethean Board • Various presentational tools • Video clips 	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy

Resources:

Texts/Materials: Bocce ball set (or bocce ball-tennis balls, palline-ping pong balls), cones or spray paint for lawns, score cards/pencils, rulers

Major Assignments (required): Bocce tournament

Major Activities (required): Bocce tournament