

# Kingsway Regional School District



*Committed to Excellence*

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| <b>Course Name: Italian 1B</b>           |   |
| <b>Prerequisite(s): Italian 1A</b>       | <b>Grade Level(s): 8</b>                          |
| <b>Department: World Language</b>        | <b>Credits: .5</b>                                |
| <b>BOE Adoption Date: September 2014</b> | <b>Revision Dates: October 2015, October 2021</b> |

## Course Description and Outcomes

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 I, 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 I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

**Course Title: Italian 1B (8th grade)**

**Prerequisite(s): Italian 1A**

| Unit Title:                             | Number of Weeks   | Relevant Content Standards:  | Learning Goals:   | Learning Objectives/Topics and Skills ( <a href="#">Identify the DOK Level</a> )   |
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| <p><b>Unit 1:</b><br/>Life in Italy</p> | <p>8-10 weeks</p> | <p><b>Interpretive</b><br/>7.1.NM.IPRET.1:<br/><br/>7.1.NM.IPRET.4:</p> <p><b>Interpersonal</b><br/>7.1.NM.IPERS.1:<br/><br/>7.1.NM.IPERS.3:</p> <p><b>Presentational</b><br/>7.1.NM.PRSNT.1:<br/><br/>7.1.NM.PRSNT.4:<br/><br/>7.1.NM.PRSNT.5:</p> <p><b>Interdisciplinary</b><br/>NJLSA.R7..</p> | <ol style="list-style-type: none"> <li>Students will be able to synthesize learned vocabulary and grammatical concepts to create a project where they “shop” in Italy online</li> <li>Students will be able to design an interview to gather information about another student</li> <li>Students will be able to hold a short interview in Italian, exchanging basic personal information in Italian with correct pronunciation in the appropriate register</li> <li>Students will be able to write a short Italian paragraph with the interview results, using the correct verb conjugations</li> <li>Students will be able to recall the meaning of regular -ARE verbs and correctly conjugate them.</li> <li>Students will be able to recall various commonly used vocabulary words in Italian.</li> </ol> | <p>I can review vocabulary of greetings, classroom objects, numbers, clothing, weather, adjectives etc. in Italian (DOK 1)</p> <p>I can recognize and employ irregular verbs avere, essere, stare, fare, andare in written and spoken Italian (DOK 1)</p> <p>I can recall and correctly use the verbs avere and fare and their idiomatic expressions (DOK 1)</p> <p>I can list and identify the different forms of questo/quello/bello in written and spoken Italian (DOK 1/2)</p> <p>I can create simple sentences and also form complex, level-appropriate paragraphs through an interview with a partner in written and spoken Italian (DOK 3)</p> <p>I can create a written and spoken Italian presentation about an online shopping experience on Italian websites (DOK 4)</p> <p>I can review and correctly apply rules of masculine/feminine/singular/plural along with subject pronouns and definite/ indefinite articles in both spoken and written Italian (DOK 4)</p> <p>I can conjugate and apply regular –ARE verbs in contextualized examples in the present tense in written and spoken Italian (DOK 4)</p> |

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| <b>Unit 2:</b><br>La vita in famiglia                    | 10-12 weeks     | <p><b>Interpretive Mode</b><br/>           7.1.NM.IPRET.1:</p> <p>7.1.NM.IPRET.2:</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPRET.4:</p> <p><b>Interpersonal Mode</b><br/>           7.1.NM.IPERS.1:</p> <p><b>Presentational Mode</b><br/>           7.1.NM.PRSNT.1:</p> | <ol style="list-style-type: none"> <li>Students will be able to describe their families and home life, while comparing and contrasting their culture with that of typical Italian families</li> <li>Students will be able to understand and indicate ownership and possession.</li> <li>Students will be able to create a family photo album in Italian.</li> <li>Students will be able to create and present a group dialogue, demonstrating their mastery of possessive adjectives, family members and adjectives.</li> <li>Students will be able to understand and correctly conjugate all regular verbs.</li> <li>Students will be able to understand and correctly conjugate commonly used irregular verbs.</li> </ol> | <p>I can memorize and use the vocabulary for family and extended family correctly in written and spoken Italian (DOK 1)</p> <p>I can tabulate regular and irregular -ere and -ire verbs in written and spoken Italian (DOK 1)</p> <p>I can memorize and use possessive adjectives correctly in written and spoken Italian (DOK 1)</p> <p>I can distinguish family relationships such as my dad's brother is my uncle in written and spoken Italian (DOK 2)</p> <p>I can organize family members into a family tree in written and spoken Italian (DOK 2)</p> <p>I can construct possessive phrases in written and spoken Italian (DOK 3)</p> <p>I can compare the positive and negative aspects of American and Italian family life as they exist in Italy and the United States in spoken Italian (DOK 3)</p> <p>I can create a narrative about family using pictures (DOK 4)</p> |
| <b>Unit 3:</b><br>Famous Italian Person Research Project | 4-5 weeks       | <p><b>Interpretive Mode</b><br/>           7.1.NM.IPRET.3:</p> <p><b>Interpersonal Mode</b><br/>           7.1.NH.IPERS.1:</p>  | <ol style="list-style-type: none"> <li>Students will be able to research a famous Italian</li> <li>Students will be able to create a written product about a famous Italian</li> <li>Students will be able to present their product about a famous Italian</li> </ol>   | <p>I can list information about a famous Italian's life in written English (DOK 1)</p> <p>I can collect information about a famous Italian in written English (DOK 2)</p> <p>I can display information about a famous Italian in written English (DOK 2)</p>   |

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|  |                  | <p><b>Presentation Mode</b></p> <p>7.1.NM.PRSNT.5:</p> <p>7.1.NH.PRSNT.1:</p> <p>7.1.NH.PRSNT.5:</p> <p><b>Interdisciplinary</b><br/>NJLSA.R7.</p>   |  | <p>I can investigate and describe the life and accomplishments of a famous Italian in written and spoken English (DOK 3)</p> <p>I can create a presentation about a famous Italian in written and spoken English (DOK 4)</p>  |
| <p><b>Unit 4:</b><br/>Non Esiste La Perfezione</p> | <p>3-4 weeks</p> | <p><b>Interpretive</b></p> <p>7.1.NM.IPRET.1:</p> <p>7.1.NM.IPRET.4:</p> <p><b>Presentation Mode</b></p> <p>7.1.NM.PRSNT.5:</p> <p>7.1.NH.PRSNT.1:</p> <p>7.1.NH.PRSNT.5:</p> <p><b>Interdisciplinary</b><br/>NJLSA.R1:<br/><br/>NJLSA.R2:</p> | <p>1. Students will be able to read and comprehend a story in Italian</p> <p>2. Students will be able to discuss a story in Italian</p> <p>3. Students will be able to create the ending to a story in Italian</p> | <p>I can recall and state facts from a story read in Italian (DOK 1)</p> <p>I can recognize familiar vocabulary from a story read in Italian (DOK 1)</p> <p>I can quote a story read in Italian to answer questions about key ideas (DOK 1)</p> <p>I can summarize parts of a story read in Italian in spoken and written Italian (DOK 2)</p> <p>I can draw conclusions in written and spoken Italian about the characters in a story read in Italian (DOK 3)</p> <p>I can create an ending to a story in written Italian after reading the Italian story, “Non esiste la perfezione” (DOK 4)</p> |
| <p><b>Unit 5:</b><br/>Il cibo in Italia</p>        | <p>2-3 weeks</p> | <p><b>Interpretive Mode</b></p> <p>7.1.NM.IPRET.3:</p>   | <p>1. Students will be able to talk in Italian about what store they would go to if they needed a specific item</p>  | <p>I can memorize and use store vocabulary in spoken Italian (DOK 1)</p>  |

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|   |                  | <p><b>Interpersonal Mode</b><br/>7.1.NH.IPERS.1:</p> <p><b>Presentational Mode</b><br/>7.1.NM.PRSNT.5:<br/><br/>7.1.NH.PRSNT.1:<br/><br/>7.1.NH.PRSNT.5:</p> <p><b>Interdisciplinary</b><br/>NJLSA.R7.</p>                              | <p>2. Students will be able to create a grocery list in Italian for a birthday party using authentic Italian grocery circulars</p>   | <p>I can memorize and use food vocabulary in spoken and written Italian (DOK 1)</p> <p>I can identify the forms of the partitive in spoken and written Italian ex: delle patate (DOK 1)</p> <p>I can estimate how much food needed to feed all guests at a birthday party (DOK 2)</p> <p>I can compare prices in various circulars to fit a food budget (DOK 3)</p> <p>I can create a grocery list in Italian using a specific, assigned budget (DOK 4)</p>  |
| <p><b>Unit 6:</b><br/>Life is Beautiful</p> | <p>3-4 weeks</p> | <p><b>Interpretive Mode</b><br/>7.1.NM.IPRET.1:<br/><br/>7.1.NH.IPRET.4:</p> <p><b>Presentational Mode</b><br/>7.1.NM.PRSNT.5:</p> <p><b>Interdisciplinary</b><br/>NJ SLS SS<br/>6.1.12.D.11.a<br/><br/>NJ SLS SS<br/>6.1.12.D.11.d</p> | <ol style="list-style-type: none"> <li>1. Students will be able to partake in the viewing of an Italian film.</li> <li>2. Students will be able to discuss their personal reactions, roles of Jewish Italians in the Holocaust and other various questions regarding the Italian film.</li> <li>3. Students will be able to critique portions of the Italian film in writing.</li> </ol> | <p>I can identify events from a film in written and spoken English (DOK 1)</p> <p>I can identify various Italian filmmakers and performers important to the Italian film industry and culture from the beginning of an Italian film to Neorealism through present day in spoken English (DOK 1)</p> <p>I can identify alliances between Italy and other countries from the start of WWII to the end of WWII in spoken English (DOK 1)</p> <p>I can construct and organize an essay based off of the film in written English (DOK 2/3)</p> <p>I can compare a historical event between Italy and foreign countries in written English (DOK 3)</p> |

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|             |                 |                             |                 | <p>I can investigate varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust in written English (DOK 3)</p> <p>I can connect events from an Italian film to quotes in written English (DOK 4)</p> <p>I can analyze an Italian film in written English (DOK 4)</p> |