KINGSWAY REGIONAL SCHOOL DISTRICT

Committed to Excellence

Course Name: Italian (Level 1A)	Grade Level(s): 7
Department: World Language	Credits: 2.5
BOE Adoption Date: September 22, 2014	Revision Date(s): October 22, 2015

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: Level 1A, the students work at the novice-low to novice-mid proficiency levels 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. The Italian: Level 1A course provides the opportunity for students to engage in additional formative, summative, and performance assessments—enhancing both language proficiency and growth.

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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 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.

o **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *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:
Course Title: Italian 1A, Grade 7

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 1: **Benvenuti all'Italia**	8-10 weeks (September-mid November)	**Power Standards** **7.1.NM.A.4**-Identify familiar people places and objects based on simple oral and/or written descriptions. **7.1.NM.B4**-Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases**.** **7.1.NM.C1**-Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. **Supportive (Secondary) 7.1.NM.A1**	1. Students will be able to present information about the most basic components of Italian history in writing and orally. 2. Students will be able to present or write about a specific region of Italy, its history, culture, agriculture, food, and other notables. 3. Students will be able to exchange basic information at the word and memorized phrase level, and they will be able to demonstrate comprehension of brief oral and written messages.	1. Compose a letter to a friend telling them about a particular region of Italy. 2. Compare and contrast the English alphabet with the Italian alphabet. 3. Compare and contrast English pronunciation with Italian pronunciation, including cognates. 4. Count from 1-100. 5. Copy/write words, phrases, or simple guided text about the Italian calendar and weather 6. Make an Italian calendar by categorizing months into seasons and organizing days of the week as in the Italian calendar. 7. Categorize various types of weather by month and season. 8. Conjugate and use the irregular verb essere.

		7.1.NM.A5		9. Make a list of personal information including, but not limited to, name, last name, age, birth date, address, telephone number, origin, etc.
		7.1.NM.B1		
		7.1.NM.C3		
		7.1.NM.C4		
				10. Identify and apply the subject pronouns.
		Interdisciplinary		
				11. Define and use question words (who, what, where, when, why, how, etc.)
		SOC.9-12.6.2.12.A.3.e		
		SOC.9-12.6.2.12.A.3.c		
		SOC.9-12.6.2.12.B.3.b		
		SOC.9-12.6.2.12.C.3.b		
		LA.9-10.CCSS.ELA-Literacy.RH.9-10.2		
		LA.9-10.CCSS.ELA-Literacy.CCRA.R.6		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 2: **Che Bella La Vita Da Studente!**	9-10 weeks Mid-November-January	**Power Standards** **FL.PK-12.7.1.NM** - All students will be able to use a world language in addition to English to engage in meaningful	1. Students will be able to identify people and things in an Italian school system as well as describe the location of campus buildings and facilities.	1. Label classroom objects. 2. Discuss and apply noun endings, including gender neutrals (SOAPIE and false friends). 3. Apply indefinite articles to nouns.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. **FL.PK-12.7.1.NM.B.E** - Many products and practices related to home and community are shared across cultures; others are culture-specific. **FL.PK-12.7.1.NM.A.4** - Identify familiar people, places, and objects	2. Students will be able to compare and contrast the Italian School system to ours. 3. Students will be able to describe everyday activities that you do in different locations of a school or campus.	4. Apply definite articles to nouns. 5. Make words plural. 6. Differentiate between the expressions "C'e`" and "Ci sono." 7. Conjugate and use the irregular verb avere. 8. Describe location using directional prepositions. 9. Associate -ARE verbs with daily activities. 10. Associate -ARE verbs with activities completed at home, school, and on campus. 11. Conjugate -ARE verbs. 12. Conjugate the irregular verb FARE. 13. Apply idiomatic expressions with FARE. 14. Demonstrate knowledge of prepositional phrases.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		based on simple oral and/or written descriptions. **Supportive (Secondary)** **FL.PK-12.7.1.NM.A.1** **FL.PK-12.7.1.NM.B.H** **FL.PK-12.7.1.NM.A.A** **FL.PK12.7.1.NM.A.2** **FL.PK-12.7.1.NM.A.5** **FL.PK-12.7.1.NM.B.A.1** **FL.PK-12.7.1.NM.B.A.2** **FL.PK-12.7.1.NM.B.A.3** **FL.PK-12.7.1.NM.B.A.4** **FL.PK-12.7.1.NM.B.4** **FL.PK-12.7.1.NM.B.5** **FL.PK-12.7.1.NM.C.A** **FL.PK-12.7.1.NM.C.A.1** **FL.PK-12.7.1.NM.C.A.2** **FL.PK-12.7.1.NM.C.A.3** **FL.PK-12.7.1.NM.C.3** **FL.PK-12.7.1.NM.C.4** **FL.PK-12.7.1.NM.C.5** **Interdisciplinary** SOC.9-12.6.2.12.A.3.e SOC.9-12.6.2.12.A.3.c		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		SOC.9-12.6.2.12.B.3.b SOC.9-12.6.2.12.C.3.b LA.9-10.CCSS.ELA-Literacy.RH.9-10.2 LA.9-10.CCSS.ELA-Literacy.CCRA.R.6		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 3: **La Descrizione Delle Persone]**	10-12 weeks January-March	**Power Standards** **FL.PK-12.7.1.NM** - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the	1. Students will be able to ask and respond to simple questions about an ideal boyfriend or girlfriend. 2. Students will be able to use basic information at the memorized word level to create a skit (fashion show) for the class by mimicking Italian fashion practices. 3. Students will be able	1. Describe an individual's personality traits. 2. Describe a person's physical features. 3. Identify colors. 4. Label articles of clothing. 5. Identify individuals based on oral written descriptions of people. 6. Identify appropriate outfits for different seasons in writing and orally.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. **FL.PK-12.7.1.NM.B.E** - Many products and practices related to home and community are shared across cultures; others are culture-specific. **FL.PK-12.7.1.NM.A.2** - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. **FL.PK-12.7.1.NM.A.4** - Identify familiar people,	to differentiate between fashion trends in Milan and those we have in our own country and will be able compare the city of Milan with an American city of their choice.	7. Describe an outfit. 8. Differentiate between the application of molto, poco, quanto, proprio when used as an adverb or adjective 9. Apply the different forms of questo and quello. 10. Apply the different forms of bello. 11. Use quantities such as dei, degli, delle. 12. Identify errors in noun-adjective agreement. 13. Identify errors in subject-verb agreement. 14. Locate Milan on map and discuss its importance to the global community.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		places, and objects based on simple oral and/or written descriptions. **FL.PK-12.7.1.NM.B.4** - Describe people, places, and things. **FL.PK-12.7.1.NM.C.A.3** - Describe people, places, and things. **FL.PK-12.7.1.NM.C.4** - Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **FL.PK-12.7.1.NM.C.5** - Name and label tangible cultural products and imitate cultural practices from the target culture(s). **FL.PK-12.7.1.NM.B.H** - Learning about age- and developmentally		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		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. **Supportive (Secondary)** **FL.PK-12.7.1.NM.A.A** **FL.PK-12.7.1.NM.A.1** **FL.PK-12.7.1.NM.A.5** **FL.PK-12.7.1.NM.B.A.1** **FL.PK-12.7.1.NM.B.A.2** **FL.PK-12.7.1.NM.B.A.3** **FL.PK-12.7.1.NM.B.4** **FL.PK-12.7.1.NM.B.5** **FL.PK-12.7.1.NM.C.A** **FL.PK-12.7.1.NM.C.A.1** **FL.PK-12.7.1.NM.C.A.2** **FL.PK-12.7.1.NM.C.3** **Interdisciplinary** CCSS.ELA-Literacy.CL.9-10.1 CCSS.ELA-Literacy.CL.9-		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		10.1b CCSS.ELA-Literacy.CL.9-10.5 CCSS.ELA-Literacy.CL.9-10.2a		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 4: **All in the Family**	March-June 13-14 weeks	**Power Standards** **FL.PK-12.7.1.NM** - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with	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	1. Conjugate ERE and introduce IRE verbs. 2. Sort ERE and IRE verbs in to categories, i.e., time of the day that you do them, things 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.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		other content areas, compare the language and culture studied with their own, and participate in home and global communities. **FL.PK-12.7.1.NM.A.1** - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using information sources related to targeted themes. **FL.PK-12.7.1.NM.A.4** - Identify familiar people, places, and objects based on simple oral and/or written descriptions **FL.PK-12.7.1.NM.C.4** - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	ending of a selected reading.	6. Organize a given family tree based on written and oral description. 7. Identify significant ideas in readings from culturally authentic materials. 8. Begin reading a level-appropriate selected reading. 9. Predict (in a simple composition) what will happen at the ending of a level-appropriate selected reading.

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		FL.PK-12.7.1.NM.B.E - Many products and practices related to home and community are shared across cultures; others are culture-specific. **FL.PK-12.7.1.NM.B.H** - 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. **Supportive (Secondary)** **FL.PK-12.7.1.NM.A.A** **FL.PK-12.7.1.NM.A.2** **FL.PK-12.7.1.NM.A.5** **FL.PK-12.7.1.NM.B.A.1** **FL.PK-12.7.1.NM.B.A.2** **FL.PK-12.7.1.NM.B.A.3**		

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		FL.PK-12.7.1.NM.B.4 **FL.PK-12.7.1.NM.B.5** **FL.PK-12.7.1.NM.C.A** **FL.PK-12.7.1.NM.C.A.1** - **FL.PK-12.7.1.NM.C.A.2** **FL.PK-12.7.1.NM.C.3** **FL.PK-12.7.1.NM.B.4** **FL.PK-12.7.1.NM.C.A.3** **FL.PK-12.7.1.NM.C.5** **Interdisciplinary** CCSS.ELA-Literacy.CL.9-10.1 CCSS.ELA-Literacy.CL.9-10.1b CCSS.ELA-Literacy.CL.9-10.5 CCSS.ELA-Literacy.CL.9-10.2a		

Kingsway Regional School District

Grade 7-Italian: Level 1A

Unit 1: Benvenuti all'Italia	Recommended Duration: 8-10 weeks (September-mid November)

Unit Description: This unit intends to introduce students to the study of Italian. Students will do the following:

- Explore the history of Italy, its regions, and the Italian language
- Develop an understanding of Italian unification and how Italy came together as a country
- Learn how to greet someone and exchange pleasantries
- Learn days of the week, months, and seasons and how the Italian calendar is written
- Exchange basic personal and non-personal information
- Ask the question, "Why am I studying Italian?"

Vocabulary will be taught in context throughout the unit. The unit finishes with "un interrogazione," an Italian style oral exam.

Essential Questions	Enduring Understandings
1. How did the Italian language come to exist? 2. What are the 20 regions that make up Italy? 3. Why was the Risorgimento essential to creating the Italy we know today? 4. Why is learning Italian important?	1. The Italian language is based on the dialect spoken in Tuscany and in particular in Florence. This historical development can be traced to the political and cultural importance of Florence and all of Tuscany in the 1300s. Tuscan writers such as Dante, Petrarch, and Boccaccio wrote some of their most important works in the Florentine dialect, giving it prominence and prestige to the point it became the "standard" Italian used in print and in the media and the dialect studied today. Dante Alighieri is known as the father of the Italian language.

Essential Questions	Enduring Understandings
	2. Italy is made up of 20 regions, which include the 2 islands of Sardinia and Sicily. There are also 2 other countries residing within Italy (San Marino and The Vatican). Each region has its own political autonomy (much like the U.S. States) and has its own history, significance, monuments, culture, agriculture that separate one from the other. Many regions have been part of other countries through history and still maintain some cultural influences of their former inhabitants and owners. 3. Italy became a country in 1861. Prior to that the various regions were run as independent city-states maintaining their independence, own dialects, municipalities, and militias. If left alone, the Italy we know today would have been invaded and conquered by more powerful surrounding countries. Giuseppe Mazzini had a vision of a unified Italy. He was responsible for founding a group called Young Italy. This nationalist group began a grass roots effort to create a unified Italy. Thanks to some political maneuvering by Count Camillo Cavour and an impassioned tactical military effort by Giuseppe Garibaldi, Italy established itself as an independent nation in 1861. King Victor Emmanuel II became the first king of Italy. 4. There are many reasons people learn another language. Reasons could vary from wanting to pronounce items on a menu correctly or to understand what Pavarotti is singing about. Research has shown that learning a Romance language is beneficial in the taking the English portions of standardized tests, such as the SAT and ACT. Many Italian students come from Italian-American backgrounds and have Italian speaking

Essential Questions	Enduring Understandings
	friends and family or still have some cultural connection to Italy. Perhaps you just want to travel to Italy one day. No matter the reason there are certain things you need to know and understand. For example, Italians tend to be formal in their social exchanges. There are different ways to greet those with whom one does not have a close relationship. Likewise, there are more endearing greetings for family and friends. While it is common to shake hands when greetings someone, frequently, close friends and family members also kiss each other on both cheeks. This type of formality and informality also exists in speech.

Relevant Standards	Learning Goals	Learning Objectives
Content Standards: **Primary (Power):** **7.1.NM.A.4 –** Identify familiar people places and objects based on simple oral and/or written descriptions. **7.1.NM.B4 -** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases**.** **7.1.NM.C1 -** Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	1. Students will be able to present information about the most basic components of Italian history in writing and orally. 2. Students will be able to present or write about a specific region of Italy, its history, culture, agriculture, food, and other notables. 3. Students will be able to exchange basic information at the word and memorized phrase level, and they will be able to demonstrate comprehension of brief oral and written messages.	1. Compose a letter to a friend telling them about a particular region of Italy. 2. Compare and contrast the English alphabet with the Italian alphabet. 3. Count from 1-1000. 4. Copy/write words, phrases, or simple guided text about the Italian calendar and weather 5. Make an Italian calendar by categorizing months into seasons and organizing days of the week as in the Italian calendar. 6. Categorize various types of weather by month

KRSD Office of Curriculum and Instruction

Relevant Standards	Learning Goals	Learning Objectives
Secondary (Supportive): **7.1.NM.A1** - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. **7.1.NM.A5 -** Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. **7.1.NM.B1 -** Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. **7.1.NM.C3 -** Copy/write words, phrases, or simple guided texts on familiar topics. **7.1.NM.C4 -** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		and season. 7. Make a list of personal information including, but not limited to, name, last name, age, birth date, address, telephone number, origin, etc.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
1. Quizzes 2. Hand signals 3. Writing breaks 4. One on one conferencing 5. Observation 6. Choral response 7. Oral questioning 8. Listening exercises 9. Worksheets 10. Exit slips 11. Peer feedback 12. Graphic organizers 13. Discussions 14. Webquest	1. Unit Test 2. Interrogazione	1. Interrogazione 2. Skits 3. Pronunciation (clusters) 4. Make an Italian calendar 5. Make an identification card	1. Unit Test 2. Interrogazione

Possible Assessment Modifications /Accommodations
1. Preferential seating 2. Extended time on assessments 3. Allow extension on projects/take home assignments 4. Provide word bank when appropriate 5. Provide one on one instructions 6. Provide guided notes 7. Refocus student if he/she is off task

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)

Presentation of new material through the following:

- Modeling
- TPR
- Note taking
- Scaffolding

Processing and deepening of new information through the following:

- Cooperative learning-Large group instruction-teacher guided practice
- Identifying errors in homework
- Cooperative Learning-Small group work-peer guided practice
- Learning games
- Mini-projects/presentations
- Graphic organizers
- Jigsaws
- Note taking
- Writing breaks
- Discussion
- Technology based exercises
- Worksheets

Possible Instructional Modifications /Accommodations/Differentiation

1. Goal setting
2. Preferential seating
3. Provide one-on-one instructions
4. Provide guided notes
5. Refocus student if he/she is off task
6. Learning contracts

Possible Instructional Modifications /Accommodations/Differentiation
7. Flexible grouping 8. Homework 9. Learning stations 10. Literature circles 11. Multiple texts 12. Learning menus/choice boards 13. Tiered assignments 14. Enhanced directions

Unit Vocabulary
Essential: Cognates Expressions for keeping a conversation going, i.e., come si dice, come si pronuncia, che significa, etc… Historical Italian Figures, i.e., Dante Alighieri, Giuseppe Garibaldi, Count Camillo Cavour, Giuseppe Mazzini Calendar expressions: oggi, ieri, giorno, domani, la settimana, il mese, l'anno (days, months) prima di, dopo, quando Numbers: 1-1,000 (più, meno, diviso, fa, quante) Personal information: Di dove sei? Dove abiti? Quale il tuo indirizzo?, etc… Greetings, introductions and pleasantries: Come ti chiami? Come stai? Ciao!, Ti presento, ciao, arrivederci, ci vediamo, come stai, come va, etc.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
1. SOC.9-12.6.2.12.A.3.e 2. SOC.9-12.6.2.12.A.3.c 3. SOC.9-12.6.2.12.B.3.b 4. SOC.9-12.6.2.12.C.3.b 5. LA.9-10.CCSS.ELA-Literacy.RH.9-10.2 6. LA.9-10.CCSS.ELA-Literacy.CCRA.R.6	Technology: Chromebooks, computers, iPads (Webquest, Listening exercises)	__X__ Global Awareness ____ Civic Literacy __X__ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	__X__ Creativity & Innovation ____ Media Literacy ____ Critical Thinking and Problem Solving __X__ Life and Career Skills __X__ Information & Communication Technologies Literacy __X__ Communication & Collaboration __X__ Information Literacy

Resources
Texts/Materials:

1. Italiano, Francesca, and Irene Marchegiani. Jones. Percorsi: L'Italia Attraverso La Lingua E La Cultura. Upper Saddle River, NJ: Pearson Education, 2008.

2. Italiano, Francesca. Student Activities Manual Percorsi, L'Italia Attraverso La Lingua E La Cultura Francesca Italiano, Irene Marchegiani.

Resources
N.p.: Pearson Prentice Hall, 2008. 3. Websites: http://wps.prenhall.com/wl_italiano_percorsi_1/ www.duolingo.com http://www.conjuguemos.com   **Major Assignments (required): Unit Test** **Major Activities (required): l'interrogazione, calendar, Region of Italy letter**

Kingsway Regional School District

Grade 7-Italian: Level 1A

Unit 2: Che Bella La Vita Da Studente!	Recommended Duration: 9-10 weeks (Mid-November-January)

Unit Description: This unit intends to accomplish the following:

- Introduce students to the life of a typical student in Italy.
- Compare and contrast the Italian school system with the American school system.
- Learn to describe people, places, and things found in a school setting.
- Talk about what people do in different areas of a campus.

Vocabulary will be taught in context throughout the unit. The unit finishes with a unit test

Essential Questions	Enduring Understandings
1. What are the primary differences between attending high school in Italy versus attending high school in the United States? 2. What is the purpose of the Italian "routine quotidiana"? 3. Are there university cities in the United States? How are they similar and how are they different? 4. How is the typical Italian university set up/designed? Describe how it differs from what is typical of our universities in the United States.	1. After finishing **la scuola media**, every student entering high school in Italy must choose an academic path. There are different types of high schools established depending on what you want to study. For example, there is **il liceo classico**, which features Latin, Ancient Greek, Italian, history, and philosophy as its most important subjects. Here are some other types of secondary schools for high school aged students**.** • **Il Liceo Linguistico** puts emphasis on learning modern languages— usually English, French, Spanish, and German are taught; however, recently Russian, Arabic, and Chinese have been introduced as well. • **Il liceo delle Scienze Umane** emphasizes relational, behavioral, and educational topics, such as pedagogy, anthropology, psychology, sociology, law, and other types of social research**.** • **Il Liceo Scientifico** http://en.wikipedia.org/wiki/Liceo_Scientifico, whose program reflects in part the Liceo Classico in teaching Italian,

Essential Questions	Enduring Understandings
	Latin, history, and philosophy but is more oriented toward mathematics, physics, chemistry, biology, earth science, and computer science. • **Il Liceo Artistico** is oriented toward arts teaching—both in a theoretical (i.e. art history) and practical way (i.e. drawing sessions). Its subjects are painting, sculpting, graphics, design, architecture, multimedia, etc. • **Il Liceo Musicale e Coreutico** is made up of two sectors: (1) *musicale*, which specializes in music and teaches students to play an instrument and (2) *coreutico*, which specializes in dance and choreography. Once a student graduates high school in Italy (after 5 years), he/she graduates with what Americans consider to be an Associate's degree. When a person applies to college, not only is it a fraction of the cost, but a person only takes courses in their field of study. The general education classes that are required by most schools in the United States are satisfied by the completion of your secondary education. It is important to note that not everyone goes to college. Only the top students from high school pass the university entrance exam. Other students who wish to continue their education may follow certificate paths that will enable them to find a job later on. 2. The Italian day is structured in a way that reflects cultural priorities. The biggest emphasis is placed on family. School and work finish around one o'clock in the afternoon. Everyone returns home to eat "*il pranzo*" with their 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. Il pranzo is the biggest meal of the day. It's similar in size to what we would eat for dinner. However, from a dietary perspective, the Italians have the rest of the day to burn off all those calories, whereas in America we typically do

Essential Questions	Enduring Understandings
	less exercise after dinner. After Il pranzo, many return to work for a few hours. Students typically meet up with friends in the evening and attend school on Saturday mornings to balance out their "early release."
	Structuring the day in this way allows Italians to spend time with family and friends while maintaining a healthy lifestyle. These are two pillars of cultural importance.
	3. The city of Bologna is known as *La Dotta*, the learned one, because of its university, which is one of the oldest in the world. Although the exact date of its founding is unknown, it is generally believed that the University of Bologna dates back to the 12th century when groups of students all over Europe began forming their own study associations independent from the church. Many famous Italians studied in Bologna or at least spent some time in Bologna, among them Dante Alighieri, Francesco Petrarca, Leon Battista Alberti, and Carlo Goldini. Thomas Becket, Nicolaus Copernicus, and Albrecht Durer also studied in Bologna.
	Today Bologna is still one of the most important research and study centers in Italy, and it is considered a lively student town.
	Perhaps the most comparable American university, in terms of historical significance, is the College of William & Mary. The College of William & Mary is a public research university. It was privately founded in 1693 by King William III and Queen Mary II. It is the second oldest institution of higher education in the United States after Harvard University.
	William & Mary educated U.S. Presidents Thomas Jefferson, James Monroe, and John Tyler, as well as other key figures important to the development of the nation, including U.S. Supreme Court Chief Justice, John Marshall, Speaker

Essential Questions	Enduring Understandings
	of the house Henry Clay, and 16 signers of the Declaration of Independence.
	4. In the United States, many college campuses are set up as self-contained towns within a municipality. You can find everything you need "on campus." Most campuses are designed in a way that permits you to walk from class to class and back to your dormitory. Colleges in the United States spend a considerable amount of money on landscaping, signage, upkeep of walking paths, parking lots, and athletic fields. In Italy, colleges are set up differently. They are true city campuses, in which departments have buildings throughout the municipality. You take public/personal transportation to go from one class to another, which can be a 15-minute ride. There isn't a "main campus hub" so to speak. While universities will offer housing, they do not offer dorms as we know them. They will have apartments throughout the city that you can choose to rent. This creates a very different feel to the college atmosphere.

Relevant Standards	Learning Goals	Learning Objectives
Content Standards: **Primary (Power):** **FL.PK-12.7.1.NM** - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the	1. Students will be able to identify people and things in an Italian school system as well as describe the location of campus buildings and facilities. 2. Students will be able to compare and contrast the Italian School system to ours. 3. Students will be able to describe everyday activities that you do in different locations of a school or campus.	1. Label classroom objects. 2. Apply indefinite articles to nouns. 3. Apply definite articles to nouns. 4. Make words plural. 5. Differentiate between the expressions "C'e`" and "Ci sono." 6. Conjugate and use the irregular verbs essere

Relevant Standards	Learning Goals	Learning Objectives
language and culture studied with their own, and participate in home and global communities. **FL.PK-12.7.1.NM.B.E** - Many products and practices related to home and community are shared across cultures; others are culture-specific. **FL.PK-12.7.1.NM.A.4** - Identify familiar people, places, and objects based on simple oral and/or written descriptions. **Secondary (Supportive):** **FL.PK-12.7.1.NM.A.1** - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. **FL.PK-12.7.1.NM.B.H** - 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. **FL.PK-12.7.1.NM.A.A** - The Novice-Mid language learner understands and		and avere. 7. Describe location using directional prepositions. 8. Identify and apply subject pronouns. 9. Associate -ARE verbs with daily activities. 10. Associate -ARE verbs with activities completed at home, school, and on campus. 11. Conjugate -ARE verbs. 12. Conjugate the irregular verb FARE. 13. Apply idiomatic expressions with FARE. 14. Demonstrate knowledge of prepositional phrases.

KRSD Office of Curriculum and Instruction

Relevant Standards	Learning Goals	Learning Objectives
communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. **FL.PK-12.7.1.NM.A.2** - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. **FL.PK-12.7.1.NM.A.5** - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions. **FL.PK-12.7.1.NM.B.A.2** - Ask memorized questions. **FL.PK-12.7.1.NM.B.A.3** - State needs and preferences. **FL.PK-12.7.1.NM.B.A.4** - Describe people, places, and things. **FL.PK-12.7.1.NM.B.4** - Ask and respond to simple questions, make requests, and express preferences using memorized		

Relevant Standards	Learning Goals	Learning Objectives
words and phrases **FL.PK-12.7.1.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. **FL.PK-12.7.1.NM.C.A** - The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently. **FL.PK-12.7.1.NM.C.A.1** - Make lists. **FL.PK-12.7.1.NM.C.A.2** - State needs and preferences. **FL.PK-12.7.1.NM.C.A.3** - Describe people, places, and things. **FL.PK-12.7.1.NM.C.3** - Copy/write words, phrases, or simple guided texts on familiar topics. **FL.PK-12.7.1.NM.C.4** - Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **FL.PK-12.7.1.NM.C.5** - Name and label		

Relevant Standards	Learning Goals	Learning Objectives
tangible cultural products and imitate cultural practices from the target culture(s).		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
1. Quizzes 2. Hand signals 3. Writing breaks 4. One on one conferencing 5. Observation 6. Choral response 7. Oral questioning 8. Listening exercises 9. Worksheets 10. Exit slips 11. Peer feedback 12. Graphic organizers 13. Discussions 14. Debate 15. Conjuguemos scores	1. Unit Test(s)	1. Conversations 2. Skits 3. School System Presentation – Glog or digital poster 4. Write an Email to a student describing your Italian class and your school.	1. Unit Test 2. School System Presentation – Glog or digital poster

Possible Assessment Modifications /Accommodations
1. Preferential seating
2. Extended time on assessments
3. Allow extension on projects/take home assignments
4. Provide word bank when appropriate
5. Provide one on one instructions
6. Provide guided notes

Possible Assessment Modifications /Accommodations
7. Refocus student if he/she is off task

Instructional Strategies (refer to *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-Large group instruction-teacher guided practice
- Identifying errors in homework
- Cooperative Learning-Small group work-peer guided practice
- Learning games
- Mini-projects/presentations
- Graphic organizers
- Jigsaws
- Peer editing
- Writing breaks
- Discussion

Possible Instructional Modifications /Accommodations/Differentiation
1. Goal setting
2. Preferential seating
3. Provide one-on-one instructions
4. Provide guided notes
5. Refocus student if he/she is off task

Possible Instructional Modifications /Accommodations/Differentiation

6. Learning contracts
7. Flexible grouping
8. Homework
9. Learning stations
10. Literature circles
11. Multiple texts
12. Learning menus/choice boards
13. Tiered assignments
14. Enhanced directions

Unit Vocabulary

Essential:

Classroom objects, i.e., la penna, il foglio di carta, il banco, la scrivania, la lavagna, etc.

Idiomatic expressions with Fare Fare una passeggiata, Fare la spesa, Fare il bagno, Fare la doccia, Fare colazione, Fare un viaggio, Fare una domanda, Fare una foto, Fare il compito, Fare un esame

ARE Verbs should minimally include the following: abitare, abbracciare, aiutare, amare, andare, arrivare, ascoltare, aspettare, baciare, ballare, camminare, cantare, cercare, cominciare, comprare, desiderare, dimenticare, disegnare, domandare, entrare, fare, frequentare, giocare, gridare, guardare, guidare, lavorare, ordinare, imparare, incontrare, insegnare, invitare, lavare, lavorare, mangiare, nuotare, pagare, parlare, passare, portare, pensare, preparare, ricordare, ritornare, studiare, suonare, tagliare, tornare, trovare, viaggiare

Indefinite articles: un, un', uno, una

Definite articles: il, lo, l', la, i, gli, le

Irregular verbs: Avere and Essere (c'e', ci sono)

Unit Vocabulary
Places on a campus: La mensa, il teatro, la biblioteca, la libreria, etc…
Directional prepositions: sopra, sotto, accanto a, dietro, dentro, davanti, a destra di, a sinistra di, tra/fra, vicino, lontano
Prepositions: da, a, di, in, su, etc…
Non-Essential:
Types of Italian High Schools: il liceo classico, Il Liceo Linguistico, Il liceo delle Scienze Umane, Il Liceo Scientificohttp://en.wikipedia.org/wiki/Liceo_Scientifico Il Liceo Artistico, Il Liceo Musicale e Coreutico
Adjectives: alto, basso, antico, modern, bello, brutto, grande, piccolo, nuovo, vecchio, molto, poco, un po'

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes:	21st Century Skills:
1. SOC.9-12.6.2.12.A.3.e	Technology:	__X__ Global Awareness	__X__ Creativity & Innovation
2. SOC.9-12.6.2.12.A.3.c	Chromebooks (Verb conjugations through Conjuguemos, Listening exercises)	____ Civic Literacy	____ Media Literacy
3. SOC.9-12.6.2.12.B.3.b		____ Financial, Economic,	____ Critical Thinking and Problem
4. SOC.9-12.6.2.12.C.3.b		Business, & Entrepreneurial	Solving
5. LA.9-10.CCSS.ELA-Literacy.RH.9-10.2		Literacy	__X__ Life and Career Skills
6. LA.9-10.CCSS.ELA-Literacy.CCRA.R.6		____ Health Literacy	__X__ Information & Communication

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

Resources
Texts/Materials:

1. Italiano, Francesca, and Irene Marchegiani. Jones. Percorsi: L'Italia Attraverso La Lingua E La Cultura. Upper Saddle River, NJ: Pearson Education, 2008.

2. Italiano, Francesca. Student Activities Manual Percorsi, L'Italia Attraverso La Lingua E La Cultura Francesca Italiano, Irene Marchegiani. N.p.: Pearson Prentice Hall, 2008.

3. Websites:

http://wps.prenhall.com/wl_italiano_percorsi_1/

www.duolingo.com

http://www.conjuguemos.com

Resources
Major Assignments (required): Unit Test **Major Activities (required): Unit Test and School System Presentation – Glog or digital poster**

Kingsway Regional School District

Grade 7-Italian: Level 1A

Unit 3: La Descrizione Delle Persone	Recommended Duration: 10-12 weeks (January-March)

Unit Description: This unit intends to introduce our students to the following:

- One of the biggest industries in Italy: the fashion industry.
- Students will discuss the city of Milan and its importance to the international community.
- Students will attempt to understand the grammatical functions necessary to describe personality traits, physical features, and of course, clothing.

Vocabulary will be taught in context throughout the unit. The unit culminates with a fashion show wherein students will design, describe, and host their own version of "fashion week."

Essential Questions	Enduring Understandings
1. How does the fashion industry and Milan reflect the Italian culture? 2. What are "language patterns" and how can they help me learn and use a new language? 3. How can I help my audience understand me? 4. How can one express complex ideas using simple terms?	1. Milan is considered the capital of the Italian fashion industry. High fashion designers, such as Giorgio Armani, Miuccia Prada, Donatella Versace, Domenico Dolce, and Stefano Gabbana are based in Milan. Some of the most expensive and exclusive designer fashion boutiques can be found in what is known as the quadrilatero della moda, which includes the streets via Montenapoleone. In addition, every year some of the world's most famous designers flock to Milan to exhibit their custom made fitted clothes in the world's most exclusive fashion show. It's important to understand that the art of looking good in Italy is central to its culture. Brand names and designer labels have always played a major role in the Italians' quest to achieve the "perfect look." Fashion is very important in Italy as it reflects a point of pride for the Italian culture.

Essential Questions	Enduring Understandings
	2. A language pattern demonstrates a common thread in communication. It provides consistency so that meaning may become clearer. In short, it allows a person to create function and convey meaning when communicating. Here's an example of a simple pattern that one will see throughout the study of the Italian language. In Italian, word order differs from what we're used to in English. The noun is generally placed before the adjective in a sentence. There are some exceptions, but as a general rule of thumb, the word order is as follows: noun, adjective. When modifying a noun with an adjective, one must make sure both words agree in gender and number. For example, la penn**a** ross**a** or il cestin**o** ross**o**. These examples reflect that the nouns are singular but differ in gender. The last letter of the adjective changes to agree with the noun. It is ok to use "rosso" and "rossa." Though spelled differently, the meaning is the same. We call this noun-adjective agreement.

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. Don't 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. |

Relevant Standards	Learning Goals	Learning Objectives
Content Standards: **Primary (Power):** **FL.PK-12.7.1.NM** - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. **FL.PK-12.7.1.NM.B.E** - Many products and practices related to home and community are shared across cultures; others are culture-specific. **FL.PK-12.7.1.NM.A.2** - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. **FL.PK-12.7.1.NM.A.4** - Identify familiar people, places, and objects based on simple oral and/or written descriptions	1. Students will be able to ask and respond to simple questions about an ideal boyfriend or girlfriend. 2. Students will be able to use basic information at the memorized word level to create a skit (fashion show) for the class by mimicking Italian fashion practices. 3. Students will be able to differentiate between fashion trends in Milan and those we have in our own country and will be able compare the city of Milan with an American city of their choice.	1. Describe an individual's personality traits. 2. Describe a person's physical features. 3. Identify colors. 4. Label articles of clothing. 5. Identify individuals based on oral written descriptions of people. 6. Identify appropriate outfits for different seasons in writing and orally. 7. Describe an outfit. 8. Differentiate between the application of molto, poco, quanto, proprio when used as an adverb or adjective 9. Apply the different forms of questo and quello. 10. Apply the different forms of bello. 11.Use quantities such as dei, degli, delle. 12. Identify errors in noun-adjective agreement. 13. Identify errors in subject-verb agreement. 14. Locate Milan on map and discuss its

Relevant Standards	Learning Goals	Learning Objectives
FL.PK-12.7.1.NM.B.4 - Describe people, places, and things. **FL.PK-12.7.1.NM.C.A.3** - Describe people, places, and things. **FL.PK-12.7.1.NM.C.4** - Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **FL.PK-12.7.1.NM.C.5** - Name and label tangible cultural products and imitate cultural practices from the target culture(s). **FL.PK-12.7.1.NM.B.H** - 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. **Secondary (Supportive):** **FL.PK-12.7.1.NM.A.A** - 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. **FL.PK-12.7.1.NM.A.1** - Recognize familiar		importance to the global community.

Relevant Standards	Learning Goals	Learning Objectives
spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. **FL.PK-12.7.1.NM.A.5** - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions. **FL.PK-12.7.1.NM.B.A.2** - Ask memorized questions. **FL.PK-12.7.1.NM.B.A.3** - State needs and preferences. **FL.PK-12.7.1.NM.B.4** - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases **FL.PK-12.7.1.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. **FL.PK-12.7.1.NM.C.A** - The Novice-Mid		

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Relevant Standards	Learning Goals	Learning Objectives
language learner understands and communicates at the word level and can use memorized words and phrases independently. **FL.PK-12.7.1.NM.C.A.1** - Make lists. **FL.PK-12.7.1.NM.C.A.2** - State needs and preferences. **FL.PK-12.7.1.NM.C.3** Copy/write words, phrases, or simple guided texts on familiar topics.		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
1. Quizzes 2. Hand signals 3. Writing breaks 4. One on one conferencing 5. Observation 6. Choral response 7. Oral questioning 8. Listening exercises 9. Worksheets 10. Exit slips 11. Peer feedback 12. Graphic organizers 13. Discussions 14. Debate	1. Unit Test(s) 2. Oral Presentations	1. Conversations 2. Fashion Show 3. Presentations – Glog or digital poster	1. Unit Test 2. Fashion Show

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
15. Conjuguemos or Duolingo scores			

Possible Assessment Modifications /Accommodations

1. Preferential seating
2. Extended time on assessments
3. Allow extension on projects/take home assignments
4. Provide word bank when appropriate
5. Provide one on one instructions
6. Provide guided notes
7. Refocus student if he/she is off task

Instructional Strategies (refer to *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-Large group instruction-teacher guided practice
- Identifying errors in homework
- Cooperative Learning-Small group work-peer guided practice
- Learning games
- Mini-projects/presentations
- Graphic organizers

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)

- Jigsaws
- Peer editing
- Writing breaks
- Discussion

Possible Instructional Modifications /Accommodations/Differentiation

1. Goal setting
2. Preferential seating
3. Provide one-on-one instructions
4. Provide guided notes
5. Refocus student if he/she is off task
6. Learning contracts
7. Flexible grouping
8. Homework
9. Learning stations
10. Literature circles
11. Multiple texts
12. Learning menus/choice boards
13. Tiered assignments
14. Enhanced directions

Unit Vocabulary

Essential:

Adjectives to describe physical features and personality traits – allegro, anticpatico, atletic, avaro, bravo, buffo, buono, carino, nervosa, etc.

Articles of clothing – giacca, maglia, scarpe, vestito, felpa, cravatta, cintura, pantaloni, maglietta, etc…

Colors – verde, giallo, arancione, bianco, blu, azzurro, grigio, viola, nero, rosso, etc…

Unit Vocabulary
Words that have different forms: Bello, quello, questo Quanties – dei, degli, delle **Non-Essential:** La bella figura, quadrilatero della moda, Via Montenapoleone

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
1. CCSS.ELA-Literacy.CL.9-10.1 2. CCSS.ELA-Literacy.CL.9-10.1b 3. CCSS.ELA-Literacy.CL.9-10.5 4. CCSS.ELA-Literacy.CL.9-10.2a	Technology: Chromebooks	__X__ Global Awareness _____ Civic Literacy _____ Financial, Economic, Business, & Entrepreneurial Literacy _____ Health Literacy	__X__ Creativity & Innovation _____ Media Literacy _____ Critical Thinking and Problem Solving __X__ Life and Career Skills __X__ Information & Communication Technologies Literacy __X__ Communication & Collaboration

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

Resources
Texts/Materials:

1. Italiano, Francesca, and Irene Marchegiani. Jones. Percorsi: L'Italia Attraverso La Lingua E La Cultura. Upper Saddle River, NJ: Pearson Education, 2008.

2. Italiano, Francesca. Student Activities Manual Percorsi, L'Italia Attraverso La Lingua E La Cultura Francesca Italiano, Irene Marchegiani. N.p.: Pearson Prentice Hall, 2008.

3. Websites:

http://wps.prenhall.com/wl_italiano_percorsi_1/

www.duolingo.com

http://www.conjuguemos.com

Major Assignments (required): Unit Test and Fashion Show

Major Activities (required): Fashion Show

Unit 4: Ecco la mia famiglia	Recommended Duration: 6-7 weeks (March-June)

Unit Description: This unit intends to introduce our students to the following:

- The dynamics of the Italian family.
- Students will attempt to understand the nation's current negative birthrate.
- Organize an extended family tree
- 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
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	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

Essential Questions	Enduring Understandings
learn and use a new language?	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 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. 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

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Essential Questions	Enduring Understandings
	pattern will make it easy to understand, speak, and write the Italian language.

Relevant Standards	Learning Goals	Learning Objectives
Content Standards: **Primary (Power):** **FL.PK-12.7.1.NM** - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. **FL.PK-12.7.1.NM.A.1** - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using information sources related to targeted themes. **FL.PK-12.7.1.NM.A.4** - Identify familiar people, places, and objects based on simple oral and/or written descriptions	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 of a selected reading.	1. Conjugate ERE and introduce IRE verbs. 2. Sort ERE and IRE verbs in to categories, i.e., time of the day that you do them, things 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. 8. Begin reading a level-appropriate selected reading.

Relevant Standards	Learning Goals	Learning Objectives
FL.PK-12.7.1.NM.C.4 - Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **FL.PK-12.7.1.NM.B.E** - Many products and practices related to home and community are shared across cultures; others are culture-specific. **FL.PK-12.7.1.NM.B.H** - 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. **Secondary (Supportive):** **FL.PK-12.7.1.NM.A.A** - 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. **FL.PK-12.7.1.NM.A.2** - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		9. Predict (in a simple composition) what will happen at the ending of a level-appropriate selected reading.

Relevant Standards	Learning Goals	Learning Objectives
FL.PK-12.7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. **FL.PK-12.7.1.NM.B.A.1** - Respond to learned questions. **FL.PK-12.7.1.NM.B.A.2** - Ask memorized questions. **FL.PK-12.7.1.NM.B.A.3** - State needs and preferences. **FL.PK-12.7.1.NM.B.4** - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases **FL.PK-12.7.1.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. **FL.PK-12.7.1.NM.C.A** - The Novice-Mid language learner understands and communicates at the word level and can		

Relevant Standards	Learning Goals	Learning Objectives
use memorized words and phrases independently. **FL.PK-12.7.1.NM.C.A.1** - Make lists. **FL.PK-12.7.1.NM.C.A.2** - State needs and preferences. **FL.PK-12.7.1.NM.C.3** Copy/write words, phrases, or simple guided texts on familiar topics. **FL.PK-12.7.1.NM.B.4** - Describe people, places, and things. **FL.PK-12.7.1.NM.C.A.3** - Describe people, places, and things. **FL.PK-12.7.1.NM.C.5** - Name and label tangible cultural products and imitate cultural practices from the target culture(s).		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
1. Quizzes 2. Hand signals 3. Writing breaks 4. One on one conferencing 5. Observation	1. Unit Test(s) 2. Oral Presentations	1. Conversations 2. Short Essay (alternate ending to unit story) 3. Presentations – Glog or digital poster	1. Unit Test 2. Short Essay (alternate ending to unit story)

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
6. Choral response 7. Oral questioning 8. Listening exercises 9. Worksheets 10. Exit slips 11. Peer feedback 12. Graphic organizers 13. Discussions 14. Debate 15. Conjuguemos or Duolingo scores			

Possible Assessment Modifications /Accommodations

1. Preferential seating
2. Extended time on assessments
3. Allow extension on projects/take home assignments
4. Provide word bank when appropriate
5. Provide one on one instructions
6. Provide guided notes
7. Refocus student if he/she is off task

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)

Presentation of new material through the following:

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)

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

Processing and deepening of new information through the following:

- Cooperative learning-Large group instruction-teacher guided practice
- Identifying errors in homework
- Cooperative Learning-Small group work-peer guided practice
- Learning games
- Mini-projects/presentations
- Graphic organizers
- Jigsaws
- Peer editing
- Writing breaks
- Discussion

Possible Instructional Modifications /Accommodations/Differentiation

1. Goal setting
2. Preferential seating
3. Provide one-on-one instructions
4. Provide guided notes
5. Refocus student if he/she is off task
6. Learning contracts
7. Flexible grouping
8. Homework
9. Learning stations
10. Literature circles

Possible Instructional Modifications /Accommodations/Differentiation
11. Multiple texts
12. Learning menus/choice boards
13. Tiered assignments
14. Enhanced directions

Unit Vocabulary
Essential:
Family – madre, padre, fratello, sorella, zio, cugino, etc….
ERE and IRE verbs - Aprire, Chiedere, Chiudere, Conoscere, Correre, Credere, Crescere, Decidere, Dipingere, Discutere, Dormire, Leggere, Mettere, Offrire, Partire, Perdere, Piacere, Prendere, Ricevere, Ridere, Ripetere, Rispondere, Scrivere, Sorridere, Spendere, Spingere, Vincere, Vivere, Vestire, Vedere, Vendere, Capire, Dormire, Finire, Partire, Preferire, Pulire, Seguire, Sentire, Spedire, Suggerire
Possessive adjectives: mio, tuo, suo, nostro, vostro, loro
Non-Essential:
Frequency**:** Ogni giorno/mattina/sera Qualche volta, Raramente, Sempre, Spesso, Di solito

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
1. CCSS.ELA-Literacy.CL.9-10.1	Technology	__X__ Global Awareness	__X__ Creativity & Innovation
2. CCSS.ELA-Literacy.CL.9-10.1b	Chromebooks	____ Civic Literacy	____ Media Literacy
3. CCSS.ELA-Literacy.CL.9-10.5			

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
4. CCSS.ELA-Literacy.CL.9-10.2a		____ Financial, Economic, Business, & Entrepreneurial Literacy ____ Health Literacy	____ Critical Thinking and Problem Solving __X__ Life and Career Skills __X__ Information & Communication Technologies Literacy __X__ Communication & Collaboration __X__ Information Literacy

Resources
Texts/Materials: 1. Italiano, Francesca, and Irene Marchegiani. Jones. Percorsi: L'Italia Attraverso La Lingua E La Cultura. Upper Saddle River, NJ: Pearson Education, 2008. 2. Italiano, Francesca. Student Activities Manual Percorsi, L'Italia Attraverso La Lingua E La Cultura Francesca Italiano, Irene Marchegiani. N.p.: Pearson Prentice Hall, 2008.

Resources
3. Websites: http://wps.prenhall.com/wl_italiano_percorsi_1/ www.duolingo.com http://www.conjuguemos.com **Major Assignments (required):** Unit Test and Short Essay **Major Activities (required):** Unit Test and Short Essay