

# **Wayne**

Township Public Schools

**World Languages - Italian**

**Grade 8-9**

**Italian 1**

**March 2022**

**Wayne Hills and Wayne Valley**

**World Language Teachers**

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	World Languages - Italian First Year Italian I
<b>Unit Plan Title:</b>	Lezione 1A - Come va
<b>Time Frame:</b>	36 days
<b>World Language Standards</b>	
<ul style="list-style-type: none"> <li>● <b>7.1.NM.IPRET.2:</b> Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>● <b>7.1.NM.IPRET.3:</b> Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>● <b>7.1.NH.IPRET.8:</b> Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> <li>● <b>7.1.NM.PRSNT.3:</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● <b>7.1.NM.PRSNT.4:</b> Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>● <b>7.1.NM.PRSNT.5:</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>● <b>7.1.NH.PRSNT.6:</b> Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</li> <li>● <b>7.1.NM.IPERS.1:</b> Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>● <b>7.1.NM.IPERS.2:</b> Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>● <b>7.1.NM.IPERS.3:</b> Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>● <b>7.1.NM.IPERS.4:</b> Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>● <b>7.1.NM.IPERS.5:</b> Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</li> <li>● <b>7.1.NM.IPERS.6:</b> Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</li> </ul>	
<b>College and Career Readiness Standards</b>	

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.5.GCA:1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

#### **Interdisciplinary Standards**

- NJSLSA.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

#### **Unit Summary**

- Come va?
- Ciao, io sono...
- Baci dall'Italia/I saluti
- I personaggi della commedia dell'arte
- Italian alphabet
- Nouns and articles
- Numbers 1-100
- Days of the week
- Months of the year

#### **Essential Question(s)**

- Why is it important to study a world language?
- Why is it important to study Italian?
- How will the study of a world language help me understand who I am and the world in which I live?
- How does the Italian sound system differ from the English sound system?/How is it similar?
- How can I use English to decipher Italian words?
- How can I use simple words and phrases to greet people and introduce myself to them?
- How does the way I greet someone change in different social settings?

- How do the characters of the commedia dell'arte personify human personality traits?
- What do I know about the Italian candy company *Ferrero*?
- Which Ferrero products are popular in the United States?/Have I consumed any of them?

### ACTFL Can-Do Statements - Proficiency Benchmarks

#### Communication:

**Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

**Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

#### Intercultural Communication:

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday contexts.

### Enduring Understandings

- Communication is the ability to understand and be understood in real world contexts.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- The knowledge of a first language can help decipher and recognize words and phrases in the target language.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- 

### Student Learning Targets/Objectives (Students will know how to:/Students will understand how to: )

- pronounce the letters of the Italian alphabet /spell words using the Italian alphabet.
- combine the vowels and consonants of the Italian alphabet to pronounce syllables and words.
- use cognates to decipher Italian words.
- greet people in both formal and informal settings.
- greet people at different times of the day.
- introduce themselves to others.
- introduce both peers and adults to others distinguishing between formal and informal address.
- use the numbers from 1-31 and the months of the year to express the date.
- use the numbers from 1-100 to count objects and perform basic mathematical operations.
- distinguish between masculine and feminine nouns.
- form the plural of nouns.
- provide the definite article for learned vocabulary.
- provide the indefinite article for learned vocabulary.
- distinguish between definite and indefinite articles.
- describe some Italian traditions as they relate to greeting others e.g. kissing, handshake, etc.
- identify the Italian candy company Ferrero and some of its well-known products e.g. *Nutella*, *Ferrero-Rocher*, and *tic tac*.

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

- Listening comprehension exercises
- Informal speaking/pronunciation evaluations
- Guided dialogs
- Quizzes\*
- Homework
- Teacher observation
- Formal written lesson assessment\*

### **Teaching and Learning Activities**

<i>Activities</i>	<ul style="list-style-type: none"> <li>● Repetition</li> <li>● Choral reading</li> <li>● DVD viewing of chapter dialog</li> <li>● Individual response</li> <li>● Role play</li> <li>● Group presentations</li> <li>● Workbook activities</li> <li>● Teacher-prepared activities</li> <li>● Textbook online activities</li> <li>● Reproduce a map of Italy including regions, principal cities, rivers and mountains</li> <li>● Research and report on selected characters from the <i>Commedia dell'arte</i></li> <li>● Research and report on the Ferrero candy company including those products that are popular in the United States as well as those popular in Italy</li> </ul>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>● Create picture cards for vocabulary reinforcement</li> <li>● Create a television program guide with names and times of favorite programs</li> <li>● Create index cards for vocabulary reinforcement</li> <li>● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards</li> <li>● Kinesthetic: TPR, use of manipulatives</li> <li>● Choice of activities where possible</li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>

### **Resources**

- [Sentieri.vhlcentral.com](http://Sentieri.vhlcentral.com)

- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

<b>Content Area/ Grade Level/ Course:</b>	World Languages – Italian First Year Italian I
<b>Unit Plan Title:</b>	Lezione 1B - Alla facoltà
<b>Time Frame</b>	36 days

#### World Language Standards

- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

#### College and Career Readiness Standards

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

### Standard Number(s)

- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Unit Summary

- Alla facoltà
- Il primo giorno di scuola
- All'università
- I voti italiani
- Dove si parla italiano?
- L'agenda di Giovanni
- Subject pronouns and the verb *essere*
- Noun/Adjective agreement
- Telling time

### Essential Question(s)

- Am I able to speak about and describe my classes?
- Am I able to speak about my school schedule as well as what I do after school?
- Am I able to answer questions about an illustration using familiar vocabulary?
- Can I explain the difference between regular and irregular verbs?
- What is a conjugation?
- Can I conjugate the irregular verb *essere*?



- Am I able to use the correct adjective ending to reflect gender/number agreement?
- Am I able to describe myself and others using the verb *essere* and appropriate adjectives?
- Can I compare and contrast universities in Italy with those in the United States?
- Can I explain the grading process in Italian universities?
- Can I express time using the 24 hour clock?
- Am I able to ask at what time an activity/event occurs/takes place?
- What is the population of Italy as well as that of some of its major cities?
- Am I able to identify several famous Italians related to Italian history, literature and cinema?
- Can I decipher the contents of a reading selection using strategies such as cognate recognition?

#### ACTFL Can-Do Statements - Proficiency Benchmarks

##### Communication:

**Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

**Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

##### Intercultural Communication:

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday contexts.

#### Enduring Understandings

- The ways in which Italian students spend their day is not much different from the manner in which American teenagers utilize their time.
- The educational system in Italy differs somewhat from that in the United States.
- Second language learning is valued as part of a student's educational experience in Italy.
- The ways in which people describe themselves and others do not differ greatly from language to language.
- Many words are similar in Italian and English and these words can help to decipher meaning from a text.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.
- The ability to distinguish between the 24 and 12 hour clock.
- The ability to utilize common adjectives, cognate adjectives, and adjectives of nationality.
- The ability to conjugate the verb *essere*.

#### Student Learning Targets/Objectives (Students will know how to: /Students will understand how to: )

- talk about school (classroom objects, classes, classmates, schedules).
- describe themselves and others using adjectives.
- tell time using the 24 hour clock.
- talk about the Italian university system.
- use subject pronouns with the irregular verb *Essere*.

- use the correct adjective ending to denote number/gender agreement .
- create an ideal weekly schedule.
- share basic information about Italy including population, history, geography, traditions, and sports.
- listen for known words and phrases to get the gist of a conversation.
- use taught strategies to write effectively in the target language.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

- Listening comprehension exercises
- Informal speaking/pronunciation evaluations
- Guided dialogs
- Quizzes\*
- Homework
- Teacher observation
- Formal written lesson assessment\*

*Teaching and Learning Activities*

*Activities*

- Repetition
- Choral reading
- DVD viewing of chapter dialog
- Individual response
- Role play
- Group presentations
- Workbook activities
- Teacher-prepared activities
- Textbook online activities
- Create an ideal class/weekly schedule.
- Describe classmates and/or celebrities and have others guess their identity.
- Research and report on some of the countries where Italian is spoken in addition to Italy.
- Research and report on the origin of the Italian flag.
- Create a list of people and places that would be of interest to Italian-speaking exchange students.

*Differentiation Strategies*

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence

- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

#### Resources

- [Sentieri.vhlcentral.com](http://Sentieri.vhlcentral.com)
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

<b>Content Area/ Grade Level/ Course:</b>	World Languages – Italian First Year Italian I
<b>Unit Plan Title:</b>	Lezione 2A - I passatempo
<b>Time Frame</b>	36 days

### World Language Standards

- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

### College and Career Readiness Standards

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.5.GCA:1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.CI:1: Demonstrate openness to new ideas and perspectives

- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

### Interdisciplinary Standards

- NJSLSA.R1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

### Unit Summary

- I passatempi
- Che cosa vuoi fare?
- Giochiamo a Pallone!
- Una campionessa italiana
- Passatempi italiani
- Buzz quiz
- Letter combinations *gl*, *gn*, and *sc*
- Regular –are verbs
- Irregular verbs (andare, dare, fare and stare)
- *Ti piace/Mi piace*
- Lo zapping: le previsioni del tempo

### Essential Questions

- How do Italians spend their free time?
- Are computer games and the internet popular in Italy?
- Which sports do Italians enjoy?
- Why does soccer play such a large role in the culture of many countries including Italy?
- Do I know the names of some of the more popular soccer teams in Italy?
- Can I explain some Italian traditions such as the *passeggiata* and *bocce*?
- Can I express what I like/ dislike to do using *mi piace/non mi piace* +an infinitive?
- Am I able to ask someone what he/she likes/dislikes to do using *ti piace*+an infinitive?
- Can I explain the meaning of a conjugation?

- What is an –are verbs?/ Do I know the endings for regular –are verbs?
- Do I know the conjugations of the irregular verbs *andare, dare, fare, and stare*?
- Can I express where I'm going, what I'm doing or giving, and what I'm feeling using the irregular verbs *andare, dare, fare and stare*?

#### ACTFL Can-Do Statements - Proficiency Benchmarks

##### Communication:

**Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

**Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

##### Intercultural Communication:

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday contexts.

#### Enduring Understandings

- The manner in which Italians use their free time is similar to that of Americans.
- There are some pastimes and sports that Italians enjoy that are different from those in the United States.
- Conjugating -are verbs.
- The ability to relay one's likes/dislikes.
- Conjugating irregular verbs.
- Discussing idiomatic expressions in the target language.

#### Student Learning Targets/Objectives (Students will know how to: /Students will understand how to: )

- talk about what they do in their free time.
- ask others about their free time.
- conjugate –are verbs.
- express what they do using the present tense of –are verbs.
- express their likes and dislikes.
- ask others about their likes and dislikes.
- talk about the popularity of soccer in Italy and other countries.
- talk about the Italian national soccer team and other popular Italian teams.
- Name some popular Italian pastimes.

#### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

- Listening comprehension exercises
- Informal speaking/pronunciation evaluations
- Guided dialogs
- Quizzes\*
- Homework

- Teacher observation
- Formal written lesson assessment\*

*Teaching and Learning Activities*

*Activities*

- Repetition
- Choral reading
- DVD viewing of chapter dialog
- Individual response
- Role play
- Group presentations
- Workbook activities
- Teacher-prepared activities
- Textbook online activities
- Research and report on the popularity of soccer in Italy and other parts of the world.
- Research and report on some of the more well-known Italian soccer teams including the national team.

*Differentiation Strategies*

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

**Resources**

- [Sentieri.vhlcentral.com](http://Sentieri.vhlcentral.com)
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest

- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey



<b>Content Area/ Grade Level/ Course:</b>	World Languages – Italian First Year Italian I
<b>Unit Plan Title:</b>	Lezione 2B - Che tempo fa oggi?
<b>Time Frame</b>	36 days
<b>World Language Standards</b>	
<ul style="list-style-type: none"> <li>● <b>7.1.NM.IPRET.2:</b> Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>● <b>7.1.NM.IPRET.3:</b> Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>● <b>7.1.NH.IPRET.8:</b> Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> <li>● <b>7.1.NM.PRSNT.3:</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>● <b>7.1.NM.PRSNT.4:</b> Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>● <b>7.1.NM.PRSNT.5:</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>● <b>7.1.NH.PRSNT.6:</b> Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</li> <li>● <b>7.1.NM.IPERS.1:</b> Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> <li>● <b>7.1.NM.IPERS.2:</b> Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>● <b>7.1.NM.IPERS.3:</b> Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</li> <li>● <b>7.1.NM.IPERS.4:</b> Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>● <b>7.1.NM.IPERS.5:</b> Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</li> <li>● <b>7.1.NM.IPERS.6:</b> Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</li> </ul>	
<b>College and Career Readiness Standards</b>	
<ul style="list-style-type: none"> <li>● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals</li> <li>● 9.4.5.GCA:1: Analyze how culture shapes individual and community perspectives and points of view</li> <li>● 9.4.2.CI:1: Demonstrate openness to new ideas and perspectives</li> <li>● 9.4.2.DC:2: Explain the importance of respecting the digital content of others.</li> </ul>	

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

### Standard Number(s)

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Unit Summary

- Che tempo fa oggi?
- In montagna o al mare?
- Tanti auguri!
- In cima al mondo-Reinhold Messner
- Roma
- Il Parco nazionale del Gran Sasso
- Italian vowels
- Question formation
- The irregular verb *avere* and idiomatic expressions using *avere*
- Regular –ere verbs and *piacere*
- Numbers 101 and higher

### Essential Question(s)

- Am I able to describe the weather?
- What do I know about the weather in Italy?
- Am I able to tell my age in Italian?
- Am I able to express my needs and the idea of hunger, thirst, fear, cold, etc. using the verb *avere*?
- Can I explain the conjugation of an –ere verb? How does it differ from an –are verb?
- Can I express my likes/dislikes and those of others using the verb *piacere* and an indirect object pronoun?

- Is the weather in Italy similar to that of the United States?
- Can I name at least two mountain ranges in Italy?
- Can I name the largest national park in Italy?
- Where do Italians spend their vacation time?
- How do Italians celebrate their birthday?
- What is an *onomastico*?

### ACTFL Can-Do Statements - Proficiency Benchmarks

#### Communication:

**Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

**Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

#### Intercultural Communication:

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday contexts.

### Enduring Understandings

- There are similar weather patterns in Italy and the United States.
- The geographical variety of Italy offers Italians a wide range of outdoor activities.
- Italians celebrate both their birthday and their name day (*l'onomastico*).
- The ability to utilize indirect object pronouns and relay one's like/dislikes.
- The ability to conjugate -ere verbs.

### Student Learning Targets/Objectives (Students will know how to/Students will understand how to: )

- use appropriate expressions to describe the weather.
- order the sentences of a scrambled dialog.
- research and report on the weather in various areas of Italy.
- pronounce Italian vowels.
- conjugate regular -ere verbs.
- express likes and dislikes using *piacere*.
- talk about the mountains and the seas of Italy and the different activities Italians enjoy in each location.
- discuss the similarities and differences in birthday celebrations in Italy and the United States.
- learn and use the numbers above 101 in a variety of situations including population and year of birth.
- discuss the history, transportation and certain traditions associated with Rome.
- name some famous Romans both past and present.
- provide the population of Rome.
- talk about the national park system in Italy especially the *Parco Nazionale del Gran Sasso*.
- use brainstorming as a strategy to begin the writing process.
- write a description of themselves using known and practiced vocabulary and structures.

- listen for cognates in a dialog to gain meaning.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

- Listening comprehension exercises
- Informal speaking/pronunciation evaluations
- Guided dialogs
- Quizzes\*
- Homework
- Teacher observation
- Formal written lesson assessment\*

*Teaching and Learning Activities*

*Activities*

- Repetition
- Choral reading
- DVD viewing of chapter dialog
- Individual response
- Role play
- Group presentations
- Workbook activities
- Teacher-prepared activities
- Textbook online activities
- Research on-line, then compare/contrast and discuss weather in Italy and the United States.
- Research and report on some of the monuments/tourist attractions of Rome.

*Differentiation Strategies*

- Create picture cards for vocabulary reinforcement
- Create a television program guide with names and times of favorite programs
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)

- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

## Resources

- [Sentieri.vhlcentral.com](http://Sentieri.vhlcentral.com)
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

<b>Content Area/ Grade Level/ Course:</b>	World Languages – Italian First Year Italian I
<b>Unit Plan Title:</b>	Lezione 3A - La famiglia
<b>Time Frame</b>	36 days

#### World Language Standards

- **7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- **7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- **7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
- **7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- **7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- **7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- **7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- **7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

#### College and Career Readiness Standards

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.5.GCA:1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.CI:1: Demonstrate openness to new ideas and perspectives

- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

### **Interdisciplinary Standards**

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **Unit Summary**

- Vocabulary relating to immediate and extended family
- La famiglia di Alessia Bianchi
- Tutti in famiglia
- La famiglia italiana
- Verbs ending in -ire
- Verbs ending in -ire with -isc ending
- Prepositions
- Possessive adjectives
- The modern Italian family
- Lo zapping: le feste dei genitori

### **Essential Question(s)**

- Can I talk about my family and extended family?
- Can I use -ire verbs properly?
- Can I use correct prepositions?
- Can I combine prepositions and articles?
- Do I know which possessive adjective to choose to show possession?
- Do I know how to use possessive adjectives with family members?
- Can I describe the modern Italian family?

### **ACTFL Can-Do Statements - Proficiency Benchmarks**

**Communication:**

**Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

**Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

**Intercultural Communication:**

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday contexts.

**Enduring Understandings**

- The ability to discuss family members.
- The ability to conjugate -ire verbs.
- Successfully utilizing prepositions, forming prepositional contractions, and recognizing idiomatic expressions that contain prepositions
- Demonstrating accurate use of possessives.
- Describing the constituents of the contemporary Italian family.

**Student Learning Targets/Objectives (Students will know how to:/Students will understand how to: )**

- identify/describe family members.
- express ownership using possessives.
- use simple prepositions.
- combine certain simple prepositions with definite articles to form prepositional contractions.
- use prepositions in idiomatic expressions.
- identify the two patterns of -ire verbs.
- conjugate both types of -ire verbs.
- use all three classes of verbs to express what they do/are doing.
- talk about the composition of the Italian family.

**Assessments (Pre, Formative, Summative, Other)***Denote required common assessments with an \**

- Listening comprehension exercises
- Informal speaking/pronunciation evaluations
- Guided dialogs
- Quizzes\*
- Homework
- Teacher observation
- Formal written lesson assessment\*

*Teaching and Learning Activities**Activities*

- Repetition
- Choral reading
- DVD viewing of chapter dialog



	<ul style="list-style-type: none"> <li>● Individual response</li> <li>● Role play</li> <li>● Group presentations</li> <li>● Workbook activities</li> <li>● Teacher-prepared activities</li> <li>● Textbook online activities</li> </ul>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> <li>● Create picture cards for vocabulary reinforcement</li> <li>● Create a television program guide with names and times of favorite programs</li> <li>● Create index cards for vocabulary reinforcement</li> <li>● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards</li> <li>● Kinesthetic: TPR, use of manipulatives</li> <li>● Choice of activities where possible</li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Level of independence</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>● <a href="#">Sentieri.vhlcentral.com</a></li> <li>● Workbook</li> <li>● Kahoot</li> <li>● Quia</li> <li>● Quizlet</li> <li>● youtube</li> <li>● Pinterest</li> <li>● quizizz</li> <li>● Flipgrid</li> <li>● Nearpod</li> <li>● Gimkit</li> <li>● Blooket</li> <li>● Peardeck</li> <li>● GoogleSites</li> <li>● Edpuzzle</li> <li>● Fluentkey</li> </ul>	