

# **Wayne**

Township Public Schools

**World Languages - Italian**

**Grade 9-12**

**Italian 2**

**March 2022**

**Wayne Hills and Wayne Valley**

**World Language Teachers**

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages – Italian Second Year Italian II</b>
<b>Unit Plan Title:</b>	<b>Italian I Review</b>
<b>Time Frame</b>	<b>20 days</b>

**World Language Standards**

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **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.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.
- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.

- **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.

### **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.
- 9.4.5.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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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**

- **Italian 1 grammar review**

verb essere and avere, definite and indefinite articles, agreement of adjectives, -are, -ere, -ire and -isc verbs, prepositions, possessive adjectives, irregular verbs andare, fare, dire, dare and expressions, formal vs. informal.

- **Italian 1 vocabulary review**

vocabulary related to greetings, school, adjectives, days of the week, months and seasons, weather expressions, classroom objects, family members and sports.

### **Intended Outcomes - {Essential Questions}**

- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- Why is it important to study Italian?
- How is language a product of culture?
- How do I develop communicative competence?
- How does the fundamental sound system of the Italian language ensure correct pronunciation?
- How is the language used to demonstrate respect to strangers, elders, and people of higher authority?
- In the target language:
  - Am I able to introduce myself and greet others?
  - Am I able to count, tell time and discuss dates?
  - How do I express daily classroom needs?
  - Am I able to discuss the weather and seasons?

### **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 and 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 context.

### **Enduring Understandings**

- Recognizing and appreciating cultural diversity.
- Hobbies and activities are very similar between cultures.
- Developing correct pronunciation skills to better communicate in the target language.
- Counting and utilizing numbers to tell time.
- The ability to talk about weather, seasons, and days of the week successfully.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
x	<b>Global Awareness</b>	E	<b>Creativity and Innovation</b>
x	<b>Environmental Literacy</b>	E,T, A	<b>Critical Thinking and Problem Solving</b>
	<b>Health Literacy</b>	E,T, A	<b>Communication</b>
x	<b>Civic Literacy</b>	E	<b>Collaboration</b>
x	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		
<b>Student Learning Targets/Objectives (Students will know/Students will understand)</b>			
<ul style="list-style-type: none"> <li>● Review how to greet others, introduce themselves and respond appropriately to both.</li> <li>● Review numbers, tell time, date do simple mathematics.</li> <li>● Review how to express daily classroom needs.</li> <li>● Review/use/practice the fundamental sound system of the Italian language.</li> <li>● Review weather and seasons.</li> </ul>			
<b>Assessments (Pre, Formative, Summative, Other)</b>		<i>Denote required common assessments with an *</i>	
<ul style="list-style-type: none"> <li>● Formal written unit assessment*</li> <li>● Teacher observation</li> <li>● Listening comprehension</li> <li>● Quizzes*</li> <li>● Homework</li> <li>● Writing samples</li> <li>● Oral/aural – formal and informal</li> <li>● Performance assessments</li> <li>● Reading comprehension</li> </ul>			
<b>Teaching and Learning Activities</b>			
<i>Activities</i>	<ul style="list-style-type: none"> <li>● Students introduce themselves to the class &amp; greet their classmates</li> <li>● Prepare and present a dialogue with a partner</li> <li>● Create a weather report</li> <li>● Film a weather report or simple skit</li> <li>● Interpret a weather report and analyze climate phenomenons.</li> <li>● Introduce and practice new vocabulary in context</li> <li>● Discuss the school calendar</li> <li>● Textbook, workbook and on-line activities</li> <li>● CD and DVD listening and comprehension</li> <li>● Role play</li> </ul>		
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>● Create flashcards for vocabulary reinforcement</li> <li>● Create a television program guide with names and times of favorite programs</li> </ul>		

- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. GoogleSlides presentations, and visuals.
- 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
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey

<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages – Italian Second Year Italian II</b>
<b>Unit Plan Title:</b>	<b>Unit 3: Lezione 3B - Come sono</b>
<b>Time Frame</b>	<b>32 days</b>

#### **World Language Standards**

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- **7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home and school environment.

- **7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.

### 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.
- 9.4.5.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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.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.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Unit Summary

- Descriptive adjectives
- Adjectives ending in -ista
- Adjectives that describe hair, eyes, complexion
- Professions
- Adjectives bello, buono before nouns
- Adjectives demonstratives
- Interrogatives



- Cultura: l'amicizia, gli italiani nel mondo; la piccola Italia in argentina; la festa del Giglio; John Turturro; la gastronomia, un matrimonio sfarzoso, le tradizioni del matrimonio, amici a quattro zampe.

### Intended Outcomes - {Essential Questions}

In the target language:

- Am I able to ask questions using interrogatives?
- Can I describe myself and others using the correct adjectives?
- Am I able to ask others what they are like?
- How do I use demonstrative adjectives?
- Can I discuss items using demonstrative adjectives?
- How do cultural perspectives on friendship differ around the globe?
- What Italian traditions am I familiar with?
- In what way Italian-American traditions have enriched the United States?

### 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 and 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 context.

### Enduring Understandings

- The ability to utilize demonstrative adjectives.
- The ways in which people are described do not differ significantly between languages.
- Interrogatives are used across languages to ask questions and obtain information.
- Similarities/differences regarding cultural perspectives on friendship.
- Familiarity of Italian traditions and their influence around the world.

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> 21 <sup>st</sup> Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication

**X****Civic Literacy  
Financial, Economic, Business, and  
Entrepreneurial Literacy****E****Collaboration****Student Learning Targets/Objectives (Students will know/Students will understand)**

- talk about different professions.
- ask others to talk about their favorite profession.
- understand cultural activities on favorite activities
- talk about personality traits.
- ask and tell what people are like.
- use adjectives to describe people.
- understand cultural perspectives on friendship.

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

- Formal written unit assessment\*
- Teacher observation
- Listening comprehension
- Quizzes\*
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

**Teaching and Learning Activities***Activities*

- Students describe themselves to the class
- Using a magazine's picture describe the people's different features and personalities
- Describe a classmate
- Introduce and practice new vocabulary in context
- Research/explore different wedding traditions in Italy vs. the USA
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Video/on-line poster projects

*Differentiation Strategies*

- Create picture cards for vocabulary reinforcement
- 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
- Create a television program guide with names and times of favorite programs
- 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
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## Resources

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

<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages – Italian Second Year Italian II</b>
<b>Unit Plan Title:</b>	<b>Unit 4: Lezione 4A - La tecnologia</b>
<b>Time Frame</b>	<b>32 days</b>

#### **World Language Standards**

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- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
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- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.

#### **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.
- 9.4.5.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.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.
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- 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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **Unit Summary**

- Vocabulary related to technology & electronic communication
- Verbs dovere, potere, volere & expressions
- Verbs dire, uscire, venire, riuscire
- Disjunctive pronouns
- Cultura: gli italiani e le nuove tecnologie; internet in Italia; Paolo Nespoli; un brindisi per il laptop, lo zapping: Maestro Robot,

### **Intended Outcomes - {Essential Questions}**

- Can I express what I must do, am able to do, or want to do?
- Can I express what I am telling or saying?
- Am I able to express when I come or leave a place?
- How do I use disjunctive pronouns in Italian?
- Do I see parallels between technology use in Italy and in the U.S. among young people?

### **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 and 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 context.

**Enduring Understandings**

- The ability to convey what someone has to, can, or wants to do.
- The ability to express what someone is telling or saying.
- The ability to express coming and leaving.
- Utilizing disjunctive pronouns and terminology to refer to one and oneself.
- Young people in Italy have similar ways to communicate via technology as young people in the U.S.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input type="checkbox"/> E, T, A	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/> E, T, A	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input type="checkbox"/> E, T, A	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input type="checkbox"/> E	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

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

- talk about students' use of technology.
- discuss abbreviations used to send text messages.
- compare the differences between technology use in Italy and in the United States.
- talk about how the students' habits resemble those of young Italians.
- understand cultural perspectives on use of technology.
- learn how to ask for something using the polite construction.

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

*Denote required common assessments with an \**

- Formal written unit assessment\*
- Teacher observation
- Listening comprehension

- Quizzes\*
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

### Teaching and Learning Activities

<i>Activities</i>	<ul style="list-style-type: none"> <li>● Students will write an e-mail message, fictitious or real, to a student in Italy. They will adhere to principals of good online etiquette.</li> <li>● Prepare and present a dialogue with a partner.</li> <li>● Introduce and practice new vocabulary in context</li> <li>● Textbook, workbook and on-line activities</li> <li>● CD and DVD listening and comprehension.</li> </ul>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> <li>● Create picture cards for vocabulary reinforcement</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>● Create a television program guide with names and times of favorite programs</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

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- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey



<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages – Italian Second Year Italian II</b>
<b>Unit Plan Title:</b>	<b>Unit 4: Lezione 4B - Facciamo spese</b>
<b>Time Frame</b>	<b>32 days</b>

#### **World Language Standards**

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- **7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- **7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- **7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- **7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- **7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- **7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- **7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- **7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- **7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- **7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- **7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
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- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.

#### **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.
- 9.4.5.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.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by pNJSLSA.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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **Unit Summary**

- Clothing
- Colors
- Cultura: Un giro per negozi, l'eccellenza della qualità Italiana, la libertà delle donne di Krizia.
- Passato prossimo with avere of regular & irregular verbs
- Using adverbs with passato prossimo
- Time expressions
- Verbs conoscere vs. sapere (presente & passato prossimo)
- Cultura: Milano, la moda, la finanza, il teatro La Scala, il panettone, la casa della moda.
- Fotoromanzo: Viva lo shopping

### **Intended Outcomes - {Essential Questions}**

- Can I begin to talk about past actions and events in the past?
- Am I able express what I know?

- Am I able express who I know?
- What is the importance of specialty shops in the daily life of Italians?
- How do I describe what someone is wearing?
- How does the value Italians place on fashion influence their lives?
- As a leader in world fashion design, how does Italy impact variety and distinction in styles?
- Where is la Lombardia and what are its attractions?
- What is the importance of Milano?

### 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, phases, and simple sentences through spoken, written and 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 context.

### Enduring Understandings

- Communicating past actions and events.
- The ability to express one’s knowledge of facts/information and familiarity with a person, place, or thing.
- Young people in Italy like to follow the latest fashions just as young people in the U.S.
- Influential aspects of Italian fashion around the world.
- The attractions associated with the region of Lombardia and their significance of Milano.

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, <input type="checkbox"/> A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, <input type="checkbox"/> A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, <input type="checkbox"/> A	Communication

Civic Literacy

X

Financial, Economic, Business, and Entrepreneurial Literacy

E,T,  
A

Collaboration

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

- talk about clothes, shopping and prices.
- talk about what I have done.
- express how often something is done.
- talk about who I know and what I know.
- understand cultural perspectives on fashion.
- understand cultural perspectives on shopping.

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

*Denote required common assessments with an \**

- Formal written unit assessment\*
- Teacher observation
- Listening comprehension
- Quizzes\*
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

**Teaching and Learning Activities**

*Activities*

- Choose a picture. Write a short paragraph telling what each person is wearing. Use your imagination to describe fabrics and colors.
- Describe what you are wearing. Include color and fabric.
- Prepare and present a fashion show.
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension

*Differentiation Strategies*

- Create picture cards for vocabulary reinforcement
- Create an on-line survey of the class' favorite fashions
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. Google slides presentations, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Create a television program guide with names and times of favorite programs
- 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
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<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages – Italian Second Year Italian II</b>
<b>Unit Plan Title:</b>	<b>Unit 5: Lezione 5A - La spesa</b>
<b>Time Frame</b>	<b>32 days</b>

#### **World Language Standards**

- **7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- **7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
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- **7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.

#### **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.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
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### **Interdisciplinary Standards**

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- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **Unit Summary**

- la spesa: food, grocery shopping, shops
- cultura: la lista della spesa, mercato vs. supermercato; com'è buona la pasta, che aroma, l'angolo dello chef.
- suffix -issimo
- passato prossimo with essere of regular & irregular verbs
- direct object pronouns
- partitive & expressions of quantity
- verb bere

### **Intended Outcomes - {Essential Questions}**

- Am I able to talk about food in Italian?
- How do I express the idea of some?
- Am I able to relate past actions and events in the past?
- How do Italians shop for food differently than in the U.S.?
- Can I refer to the direct object in the sentence without stating it?
- Can I point out people, places, and things?
- Where do Italians shop?

### **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 and 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 context.

**Enduring Understandings**

- The ability to relay food related terminology in the target language.
- Communicating the idea of some and expressions of quantity.
- The ability to relate past actions and events.
- Differences between food shopping in Italy and the U.S.
- Referring to a direct object in a sentence without stating it.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input checked="" type="checkbox"/> E,T, <input checked="" type="checkbox"/> A	<b>Creativity and Innovation</b>
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<input type="checkbox"/>	<b>Health Literacy</b>	<input type="checkbox"/> E,T, <input type="checkbox"/> A	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input checked="" type="checkbox"/> E,T, <input checked="" type="checkbox"/> A	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

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

- Talk about foods and specialty shops
- Discuss grocery shopping
- Talk about foods and beverages for breakfast and lunch
- Learn how to express some
- Understand cultural perspectives on grocery shopping

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

*Denote required common assessments with an \**



- Formal written unit assessment\*
- Teacher observation
- Listening comprehension
- Quizzes\*
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

### Teaching and Learning Activities

#### *Activities*

- Research on-line, then compare/contrast and discuss shopping at a supermarket vs. a market or specialty stores in Italy
- Prepare a dialogue in which you discuss what you did during the weekend
- Write a composition about what you did during your recent vacation
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Read and interpret a passage about shopping for groceries in the target language
- Read and discuss the tradition of homemade pasta
- Create a television program guide with names and times of favorite programs

#### *Differentiation Strategies*

- Create picture cards for vocabulary reinforcement
- Create an on-line survey of the class' favorite foods
- 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
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<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages – Italian Second Year Italian II</b>
<b>Unit Plan Title:</b>	<b>Unit 5: Lezione 5B - A tavola</b>
<b>Time Frame</b>	<b>32 days</b>

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- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

### Unit Summary

- meals & table settings; flavors of foods; drinks
- indirect object pronouns
- verbs with indirect object pronouns
- verbs with similar construction as piacere
- adverbs molto, troppo, mai, sempre, spesso and poco.
- adverbs ending in -mente
- adverbs vs. adjectives
- Cultura: troppi cuochi guastano la cucina, i pasti in famiglia, un dolce per ogni festa, Antonino Cannavacciuolo. Emilia Romagna, l'aceto balsamico, l'automobilismo, cerchi un bel regalo, la melanzana rossa.
- il Palio di Siena, l'artigianato, famous Italian chefs, traditional holidays, desserts, pasti in famiglia

### Intended Outcomes - {Essential Questions}

- Can I express what I like and do not like to eat?
- Am I able to order a meal in the target language?
- What do I need to set the table?
- How are Italian meals and mealtimes different from those in the U.S.?
- How does culture influence meals and foods, and how they are eaten?
- How does geography influence availability and types of food consumed?
- How do foods and beverages differ in Italy vs. the U.S.?
- How does the placement of indirect object pronouns differ from that of the English?
- How do adjectives and adverbs create more interesting and meaningful statements?
- Am I able to describe one's actions?

- Am I able to describe people and food?

### ACTFL Can-Do Statements - Proficiency Benchmarks

#### Communication:

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#### 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 context.

#### Enduring Understandings

- Conveying like/dislikes regarding food-related terminology.
- The ability to order meals, set a table, and recognize dissimilarities between Italian mealtimes and those in the U.S.
- The ability to recognize culture influences on meals, foods, and how they are eaten.
- Referring to an indirect object in a sentence without stating it.
- Utilizing adverbs and adjectives to create a more descriptive perspective on foods and one's actions.

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are <b>E-Encouraged</b> , <b>T-Taught</b> , or <b>A-Assessed</b> in this unit by marking <b>E, T, A</b> on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
X	Global Awareness	E,T, A	Creativity and Innovation
	Environmental Literacy	E,T, A	Critical Thinking and Problem Solving
	Health Literacy	E,T, A	Communication
X	Civic Literacy	E,T, A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- discuss proper way to set the table
- talk about different meals
- learn how to describe actions

- understand cultural perspectives on family meal time
- talk about famous chefs
- highlight the use of words that function as adjective and adverbs
- use proper etiquette to order a meal in a restaurant
- understand cultural perspectives on dedicating more time to meal and meal preparation

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

*Denote required common assessments with an \**

- Formal written unit assessment\*
- Teacher observation
- Listening comprehension
- Quizzes\*
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

**Teaching and Learning Activities**

*Activities*

- Research Italian sports cars and discuss pros and cons of having a sports car vs. a compact car
- Prepare a menu with prices in euros
- Research Il Palio di Siena and then share information with the class
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Discuss the tradition of l’aceto balsamico and its many uses
- Discuss how Italian meals and meal time are different than those in the US

*Differentiation Strategies*

- Create picture cards for vocabulary reinforcement
- Create an on-line survey of the class’ favorite meals and drinks
- 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
- Workbook
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- quizizz
- Flipgrid
- Nearpod
- Gimkit
- Blooket
- Peardeck
- GoogleSites
- Edpuzzle
- Fluentkey