

Cedar Grove School District

Cedar Grove, NJ

2017 | Grade 9

Italian I



Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
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Italian I

Course Description

RATIONALE: The American Council on the Teaching of Foreign Languages (hereforth *ACTFL*) proficiency guidelines are descriptions of what individuals can and cannot do regarding the four skills of speaking, reading, writing and listening. There are five major levels of proficiency into which individuals fall: Distinguished, Superior, Advanced, Intermediate and Novice. The three major levels Advanced, Intermediate and Novice are subdivided into High, Mid and Low levels. These guidelines describe the continuum of proficiency from that of the highly articulate and well educated language users at the Distinguished level to an individual who has little or no functional ability, or the Novice –Low skill level. These guidelines are used in conjunction with the National Standards for Foreign Language Learning to describe how well students meet content standards.

OVERVIEW: Regarding the skills of **Speaking and Listening**, students at the elementary level enter with no previous Italian language background or knowledge. Therefore, at this stage of learning, students will be given a strong grammatical background so that by the end of the year, they will be able to communicate short messages on highly predictable, everyday topics that affect them directly. They achieve this through the use, memorization and application of isolated words and phrases. Students will communicate their thoughts and desires as well as extract necessary and important information on the Novice-High level; however, they will not be able to sustain performance at this level. They will be able to manage a variety of uncomplicated communicative tasks in straightforward situations and conversation.

Regarding the skill of **Writing**, Students will attain the level of ACTFL Intermediate Mid –High Level. This means that they will be able to write short simple communications, requests for information in loosely connected text about personal preferences and common events. They will be able to write at least thirty sentence compositions on the following topics: presentation and description of family and friends, school routine, daily routine, pastime activities, after school activities and sports, weekend activities, vacations, ideal house. Their writing will be comprehensible and written in the present tense.

Reading skills at the elementary level will result in the Novice High / Intermediate Low levels according to ACTFL standards. At this level, the students will be able to glean a limited amount of information from highly predictable texts in which the content topic is very familiar. They will be able to derive information and meaning from short, uncomplicated texts.

Italian I

Course Calendar

	Sep					Oct					Nov					Dec					Jan					Feb					Mar					Apr					May					Jun				
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40										
<u>Presentazioni</u>	█																																																	
<u>Descrizioni</u>	█																																																	
<u>Aggettivi, Ore del</u>																																																		
<u>Giorno, Tempo,</u>																																																		
<u>Geografia</u>																																																		
<u>Scuola, Singolari,</u>																																																		
<u>Plurali, Verbi</u>																																																		
<u>Irregolari ARE</u>																																																		
<u>Espressioni</u>																																																		
<u>idiomatiche,</u>																																																		
<u>direzioni, Cultura</u>																																																		
<u>Ripasso generale</u>																																																		
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<u>ESAMI MIDTERM</u>																																																		
<u>La Routine e i verbi</u>																																																		
<u>ARE, ERE, IRE</u>																																																		
<u>Verbi Riflessivi,</u>																																																		
<u>Piacere, Sport,</u>																																																		
<u>Passatempo</u>																																																		
<u>DA MANGIARE, Al</u>																																																		
<u>Ristorante</u>																																																		
<u>La Casa Ideale,</u>																																																		
<u>Vacanza</u>																																																		
<u>Ripasso Generale e</u>																																																		
<u>ESAMI</u>																																																		



Italian I

Unit: Presentazioni, Descrizioni

Cedar Grove High School



Week 1 - Week 4

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- To introduce the self in a foreign language
- There are multiple ways to express the same idea.
- Each culture has unique characteristics and values.
- Simple communication and exchange of cultures to understand the world at large

Essential Questions

- How can I describe myself?
- What is the text/speaker trying to communicate?
- How are language and culture linked?
- What can I learn about my own language and culture from the study of another language and culture?
- What is the impact of the Italian Culture on the US and the world?

Content

- Presentations
- alphabet
- pronunciation and diction
- numbers, days of the week, months of the year
- greetings
- feelings
- likes
- physical descriptions
- subject pronouns
- geography and regions
- definite and indefinite articles
- clothes

Skills

Students will be able to communicate on the Novice - High level according to ACTFL 2012 proficiency guidelines at the end of the course term regarding all essential skills: reading, writing, speaking, and listening.

- Pronunciation of alphabet
- Discuss classroom rules using new vocabulary
- Compare and contrast people, places
- implement vocabulary regarding descriptions, cloths, physical and psychological characteristics
- Apply new vocabulary to daily life.
- Use stem-changing verbs in the present tense
- Identify geographical regions: nord, sud, est e ovest
- Use affirmative and negative expressions

<ul style="list-style-type: none"> • VERBS: Essere, Stare, Avere and idiomatic expressions used with them. • CHAPTERS COVERED: Capitolo 1 pp. 1-40; Capitolo 5 pp 110-115; Capitolo 6 pp 132-133; Capitolo 9 pp 202-204; Capitolo 10 pp 225-226. • SHORT ESSAY: (10 sentences) Presentazione: Chi sei? Di dove sei? Quanti anni hai? Dove vai a scuola? L'indirizzo? Numero di telefono? Hai fratelli o sorelle? Come si chiama/chiamano? Quanti anni ha? 	<ul style="list-style-type: none"> • Engage in short dialogues to successfully present self • Express simple likes and dislikes
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Stage 2: Assessment Evidence

<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Written Tests 	<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Oral test • Essay Writing
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Stage 3: Learning Plan

<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Lecture • Group Dialogues and interaction in target language • Multiple intelligences activities/Visual aids to prevent use of English • Student oral production • Cooperative Learning structures • Performance assessments • Technology infusion • Differentiated Instruction/ visual and abstract • Homework • Essay Writing 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Text book: <i>Oggi in Italia</i>, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY. • On line activities: <i>Prego!</i> • PowerPoint presentations • Information provided by professor: first hand from Italy • Visual aides provided by professor • additional information via handouts provided by instructor • Youtube videos - Italian cartoons / introductions • PowerPoint presentations
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Italian I

Unit: Aggettivi, Ore del Giorno, Tempo, Geografia

Cedar Grove High School



Week 5 - Week 8

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- To communicate time, weather in Italian Language
- To describe persons, places and things to gain understanding of foreign culture as well as to promote understanding of our own

Essential Questions

- How do I describe my personality? My family?
- How do I give and extract information regarding time, weather, and description of others?
- How do I exchange knowledge on geographically regarding places in the United States, Italy and the world?

Content

- **TOPICS COVERED:** Time, subjects, singular/plural, possession (simple) è di me, directions, interrogatives, ARE verbs (begin).
- Presentazione + Come sei? (5 aggettivi, capelli e occhi) Com'è tuo fratello/ tua sorella? (5 aggettivi per ciascuno, capelli, occhi) I genitori? (descrizione) and schoolschedule: Quante lezioni hai? Quali sono? A che ora ha la lezione di(Essay at least 20 sentences)

Skills

- Students will be able to communicate on the Novice -High level according to ACTFL 2012 proficiency guidelines at the end of the course term regarding all essential skills: reading, writing, speaking, and listening.
- Describe others using new vocabulary
- Compare and contrast people and outfits
- Review vocabulary from prior units
- Apply new vocabulary to daily life
- Use stem-changing verbs in the present tense
- Indicate time and weather
- Use affirmative and negative words
- Create dialogues: presentations, descriptions,

	average conversation <ul style="list-style-type: none"> • Apply new vocabulary to daily conversation • Identify regions of Italy and their capitals
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Stage 2: Assessment Evidence

<u>Formative Assessment</u> <ul style="list-style-type: none"> • Written Essay 	<u>Summative Assessment</u> <ul style="list-style-type: none"> • Written Essay • Oral Test
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Stage 3: Learning Plan

<u>Learning Activities</u> <ul style="list-style-type: none"> • Lecture/description of photos in target language • Group Dialogues and interaction in target language • Multiple intelligences activities/Visual aids to prevent use of English • Student oral production • Cooperative Learning structures • Performance assessments • Technology infusion • Differentiated Instruction • Homework • Essay Writing 	<u>Resources</u> <ul style="list-style-type: none"> • Text book: <i>Oggi in Italia</i>, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY. • On line activities: <i>Prego!</i> • PowerPoint presentations • Information provided by professor: first hand from Italy • Visual aides provided by professor • Maps • Readings: Geografia dell'Italia • Parliamo Italiano On line activities • Supplemental information provided by teacher
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Italian I

Unit: Scuola, Singolari, Plurali, Verbi Irregolari ARE

Cedar Grove High School



Week 9 - Week 12

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- Accurately communicate in a foreign language on the following topics: presentation and introduction, use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own, in the present tense.

Essential Questions

- How can I describe my school day?
- How do school activities differ or are similar in Italy and the US?
- What is the text/speaker trying to communicate?
- How are language and culture linked?
- What can I learn about my own language and culture from the study of another language and culture?
- How do I use singular/plural in sentences, questions and conversation?
- How do I form and use the verbs of the first conjugation: ARE in conversation to extract and provide information?

Content

- Classroom objects and activities
- Classroom rules
- Present tense of regular and stem-changing verbs
- Culture: Olive oil history and making process

Skills

- Students will be able to communicate on the Novice -High level according to ACTFL 2012 proficiency guidelines at the end of the course term regarding all essential skills: reading, writing, speaking, and listening.

- Espressioni idiomatiche con FARE, ANDARE, ESSERE e AVERE. Conjugations of aforementioned verbs broken down.
- School subjects, time, schedules, classroom items, singular and plurals of nouns and adjectives reinforced.
- **VERBS:** Essere, Stare, Avere and idiomatic expressions used with them.
- **CHAPTERS COVERED:** Capitolo 1 pp. 1-40; Capitolo 5 pp 110-115;Capitolo 6 pp 132-133; Capitolo 9 pp 202-204; Capitolo 10 pp 225-226.
- **CULTURE:** Olive oil making process, types, history dating back beyond Roman times, Different grades/tasting; Italian Antidefamation.
- **SHORT ESSAYS:** Presentazione; School schedule, before and after-school activities (limited)

- Describe others using new vocabulary
- Compare and contrast people and outfits
- Review vocabulary from prior units
- Apply new vocabulary to daily life
- Use stem-changing verbs in the present tense
- Indicate time and weather
- Use affirmative and negative words
- Create dialogues: presentations, descriptions, average conversation
- Apply new vocabulary to daily conversation
- Talk about school and classes, time

Stage 2: Assessment Evidence

Formative Assessments

- **Written tests**
- **Oral tests**

Stage 3: Learning Plan

Learning Activities

- Lecture/description of photos in target language
- Group Dialogues and interaction in target language
- Multiple intelligences activities/Visual aids to prevent use of English
- Student oral production
- Cooperative Learning structures
- Performance assessments
- Technology infusion
- Differentiated Instruction
- Homework
- Essay Writing

Resources

- Text book: *Oggi in Italia*, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY.
- On line activities: *Prego!*
- PowerPoint presentations
- Information provided by professor: first hand from Italy
- Visual aides provided by professor
- Overhead projector and computer power point: all activities in target language
- Music in target language
- Film



Italian I

Unit: Espressioni idiomatiche, direzioni, Cultura

Cedar Grove High School



Week 13 - Week 17

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- Accurately communicate in a foreign language on the following topics: presentation and introduction, use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own, in the present.
- To exchange cultural differences and similarities through the communication of Conditions, pastime and vacation activities in Italian promote peaceful coexistence and understanding among cultures.

Essential Questions

- How do I communicate in and use the present tense in Italian?
- How do I extract information in these tenses from others of the Italian culture?
- How do I effectively and accurately communicate to Italian speaking people?
- How do I speak and write about my family, friends and describe them?
- How do I express all of the above in the present tense using the idiomatic expressions?

Content

TOPICS COVERED: Directions, interrogatives, ARE verbs (begin).

- **VERBS:** Andare, Fare, Stare, Dare, Avere and their idiomatic expressions and begin ARE verbs.
- **CHAPTERS COVERED:** Capitoli 2,3,4 (pp 40-

Skills

- Students will be able to communicate on the Novice -High level according to ACTFL 2012 proficiency guidelines at the end of the course term regarding all essential skills: reading, writing, speaking, listening.
- Idiomatic expression usage in conversation

<p>74; 95, 98-99)</p> <ul style="list-style-type: none"> ● CULTURE COVERED: Natale, History of and reasons for Italian immigration, Antidefamation: <i>Vendetta</i> and the <i>Godfather</i>. ● ESSAYS: Presentazione + Come sei? (5 aggettivi, capelli e occhi) Com'è tuo fratello/tua sorella? (5 aggettivi per ciascuno, capelli, occhi) I genitori? (descrizione) and school schedule: Quante lezioni hai? Quali sono? A che ora ha la lezione di (Essay at least 20 sentences) ● ORAL TESTS: Dialogues (Presentation); Question/Answer re: descriptions/school 	<ul style="list-style-type: none"> ● Dialogues using vocabulary ● Compare and contrast people and culture ● Review vocabulary for classes, school supplies, class schedule, classroom items, feelings, daily activities, desires, wants, dislikes, likes ● Apply new vocabulary to daily life. ● Use stem-changing verbs in the present tense ● Identify extracurricular activities ● Use affirmative and negative words ● Compare likes vs dislikes and why ● Learn the uses Fare, Essere, Stare, Avere, Andare, ARE verbs ● Role-play characters in a dialogue ● Apply new vocabulary to daily conversation ● Anti-Defamation of Italian Americans and Italians in film and through history
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Stage 2: Assessment Evidence

<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ● Oral tests ● Written tests 	<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> ● Essays
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Stage 3: Learning Plan

<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> ● Lecture/description of photos in target language ● Group Dialogues and interaction in target language ● Multiple intelligences activities/Visual aids to prevent use of English ● Student oral production ● Cooperative Learning structures ● Performance assessments ● Technology infusion ● Differentiated Instruction ● Homework ● Essay Writing ● Dialects of different regions discussed 	<p><u>Resources</u></p> <ul style="list-style-type: none"> ● Text book: <i>Oggi in Italia</i>, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY. ● On line activities: <i>Prego!</i> ● PowerPoint presentations ● Information provided by professor: first hand from Italy ● Visual aides provided by professor ● Italian-American film ● Technology and visual resources provided by teacher ● iTunes: Music in target language
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Italian I

Unit: Ripasso generale esame Midterm

Cedar Grove High School



Week 18 - Week 19

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- Accurately communicate in a foreign language on the following topics: presentation and introduction, use of idiomatic expressions to convey likes and dislikes, use of vocabulary to describe persons, places and things to others regarding their culture and our own, describe activities, time, weather, using regular and irregular verbs and their idiomatic expressions.

Essential Questions

- How do I present and describe myself, my family and friends, town, likes and dislikes to others?
- How do I extract information on the aforementioned topics from others of the Italian culture?
- How do I effectively and accurately communicate my activities, time, weather, age, and descriptions to Italian speaking people?
- How do I extract the aforementioned information from them accurately and politely?

Content

- Review of all material, content and topics from previous units in preparation for Midterm exams.

Skills

- Students will be able to communicate on the Novice -High level according to ACTFL 2012 proficiency guidelines at the end of the course term regarding all essential skills: reading, writing, speaking, and listening.
- Review and reinforce all previously learned information
 - Review dialogues using vocabulary
 - Review Compare and contrast people and

	<p>culture</p> <ul style="list-style-type: none"> ▪ Review vocabulary for: presentations, geography, classes, school supplies, class schedule, classroom items, feelings, daily activities, desires, wants, dislikes, likes ▪ Review vocabulary. ▪ Review use of stem-changing verbs in the present tense ▪ Review extracurricular activities ▪ review Use of affirmative and negative words ▪ Review Comparing likes vs dislikes and why ▪ Review uses Fare, Essere, Stare, Avere, Andare, ARE verbs ▪ Review history and culture
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Stage 2: Assessment Evidence

<p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ▪ Oral Dialogues ▪ Written Dialogues
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Stage 3: Learning Plan

<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Lecture • Group Dialogues and interaction in target language • Multiple intelligences activities/Visual aids to prevent use of English • Student oral production • Cooperative Learning structures • Performance assessments • Technology infusion • Differentiated Instruction/ Visual and abstract • Study 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Text book: <i>Oggi in Italia</i>, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY. • On line activities: <i>Prego!</i> • PowerPoint presentations • Information provided by professor: first hand from Italy • Visual aides provided by professor • Instructor based review - materials provided to students by teacher • Audio - music, dialogues, conversation • Cultural Readings
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Italian I

Unit: ESAMI MIDTERM

Cedar Grove High School



Week 20

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Essential Questions

- Can I successfully communicate and understand what I have learned over the past curricular Units?

Stage 2: Assessment Evidence

Assessments

- **MIDTERM EXAM**
 - Formative and summative exam



Italian I

Unit: La Routine e i verbi ARE, ERE, IRE

Cedar Grove High School



Week 21 - Week 25

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- To exchange cultural differences and similarities through the communication of daily activities, pastime and vacation activities in Italian promote peaceful coexistence and understanding among cultures.

Essential Questions

- How do I successfully communicate my daily routine, pastime activities and vacation activities to others in the Italian language?
- How do I successfully extract aforementioned information politely?
- How do I promote an understanding of my own culture to people of the Italian culture?

Content

TOPICS COVERED: Daily activities, routines, school activities and sports, weekend activities, summer and vacation activities.

- **VERBS:** ARE/ARSI; ERE/ERSI; IRE/IRSI Verbi Irregolari.
- **CHAPTERS COVERED:** Capitolo 3 pp 70-75; Capitolo 4 pp 92-95;
- Capitolo 5 pp. 117-122; Capitolo 6 pp 140, 145; Capitolo 7 pp 160-162
- **CULTURE COVERED:** URBINO (LE MARCHE)
- **ESSAY:** Presentazione e Routine (this means all above essay information included +

Skills

- Describe and extract information regarding daily activities
- Discuss daily routing using new verbs and vocabulary
- Create dialogues regarding daily activities
- Review vocabulary for classes, morning routine, daily activities, school schedule and activities at school and after school
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the present tense
- Identify extracurricular activities

<p>3 additional paragraphs: 1) Presentazione 2) Svegliarsi – partire di casa per andare a scuola; 3) A scuola – dopo scuola – tornare a casa; 4) a casa – dormire. (Essay at least 40 + sentences)</p> <ul style="list-style-type: none"> • ORAL TESTS: Dialogues (daily activities); Question/Answer re: Routine/School/After school 	<ul style="list-style-type: none"> • Use affirmative and negative • speak ad lib on pasttime activities, afterschool activities and vacations • Give and extract information regarding sports • learn history of Le Marche Region of Italy, Raffaello Sanzo and the city of Urbino.
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Stage 2: Assessment Evidence

<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Written Test • Dialogues 	<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Multiple Essays <ul style="list-style-type: none"> ▪ 4-5 full paragraphs (10 sentences in each) all in target language on following topics: presentation and daily routine (wake up, school, home) ▪ Weekend activities (day and night), pastime activities (winter, spring, summer, fall, nice and bad weather activities); vacations. ▪ Dialogues
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Stage 3: Learning Plan

<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Instructor to student contact class-wide use of vocabulary and verbs • Group Dialogues and interaction in target language • Multiple intelligences activities/Visual aids to prevent use of English • Student oral production • Performance assessments both oral and written, adlib and prepared • Technology infusion/powerpoints/audio • Differentiated Instruction/ Visual and abstract • Study • Use of music and History 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Text book: <i>Oggi in Italia</i>, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY. • Online activities: <i>Prego!</i> • PowerPoint presentations • Information provided by professor: first hand from Italy • Visual aides provided by professor • Maps • Art
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Italian I

Unit: Verbi Riflessivi, Piacere, Sport, Passatempi

Cedar Grove High School



Week 26 - Week 29

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- To exchange cultural differences and similarities through the communication of daily activities, pastime and vacation activities in Italian promote peaceful coexistence and understanding among cultures.

Essential Questions

- How do I successfully communicate my daily routine, pastime activities and vacation activities to others in the Italian language?
- How do I successfully extract aforementioned information politely?
- How do I promote an understanding of my own culture to people of the Italian culture?

Content

TOPICS COVERED: Daily activities, routines, school activities and sports, weekend activities, summer and vacation activities.

- **VERBS:** ARE/ARSI; ERE/ERSI; IRE/IRSI Verbi Irregolari.
- **CHAPTERS COVERED:** Capitolo 3 pp 70-75; Capitolo 4 pp 92-95;
- Capitolo 5 pp. 117-122; Capitolo 6 pp 140, 145; Capitolo 7 pp 160-162
- **CULTURE COVERED:** PASTA, Naples and Sicily
- **ESSAY:** Presentazione e Routine (this means all above essay information included +

Skills

- Describe and extract information regarding daily activities
- Discuss daily routing using new verbs and vocabulary
- Create dialogues regarding daily activities
- Review vocabulary for classes, morning routine, daily activities, school schedule and activities at school and after school
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the present tense
- Identify extracurricular activities, sports,

<p>3 additional paragraphs: 1) Presentazione 2) Svegliarsi – partire di casa per andare a scuola; 3) A scuola – dopo scuola – tornare a casa; 4) a casa – dormire. (Essay at least 40 + sentences); Vacanza, Weekend, Bel tempo/ brutto tempo.</p> <ul style="list-style-type: none"> • ORAL TESTS: Dialogues (daily activities); Question/Answer re: Routine/School/After school 	<p>vacations</p> <ul style="list-style-type: none"> • Use affirmative and negative • speak ad lib on pastime activities, afterschool activities and vacations • Give and extract information regarding sports • Learn history of PASTA and the wheat noodle, Naples and Sicily.
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Stage 2: Assessment Evidence

<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Oral tests <ul style="list-style-type: none"> ▪ Dialogues on routine, daily activity, vacations and pastime activities, weekends and after school activities 	<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Essay <ul style="list-style-type: none"> ▪ Expository and Extended essays written in target language on various topics including but not limited to: routine, morning activities, after school activities, at school activities, in class activities, after school activities, weekend and pastime activities, vacation activities. • Oral tests
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Stage 3: Learning Plan

<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Instructor to student contact class-wide use of vocabulary and verbs • Group Dialogues and interaction in target language • Multiple intelligences activities/Visual aids to prevent use of English • Student oral production • Performance assessments both oral and written, adlib and prepared • Technology infusion/powerpoints/audio • Differentiated Instruction/ Visual and abstract • Study • Use of music and History 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Text book: <i>Oggi in Italia</i>, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY. • On line activities: <i>Prego!</i> • PowerPoint presentations • Information provided by professor: first hand from Italy • Visual aides provided by professor • Music • Art
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Italian I

Unit: DA MANGIARE, Al Ristorante

Cedar Grove High School



Week 30 - Week 32

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- To exchange cultural differences and similarities through the communication of food, cooking, shopping and learning about the Italian culture and kitchen.
- To promote peaceful coexistence and understanding among cultures.

Essential Questions

- How do I successfully communicate my wants and desires regarding food in the Italian language?
- How do I successfully extract aforementioned information politely?
- How do I promote an understanding of my own culture to people of the Italian culture?
- How do I order in a restaurant, gelateria, trattoria?
- How do I make reservations?
- How do I go food shopping, ask for prices and pay in Italy?

Content

- La Vera Cucina: Italiana!
 - Family and friends
 - Food (vegetables, pasta, rice, pizza, etc)
 - Ordering in a restaurant
 - Paying
 - making reservations

Skills

- Describe and extract information regarding shopping and eating out in a restaurant setting
- Discuss shopping using new verbs and vocabulary
- Create dialogues ordering in a restaurant, trattoria, gelateria, shopping in general
- Review vocabulary and verbs

- **VERBS:** Dovere, potere, volere, additional ARE, IRE, ERE verbs in relation to above topics.
- **CHAPTERS COVERED:** Capitolo 7 pp 156-159; Capitolo 8 pp 178-186; Capitolo 11 pp 250-251; Capitolo 13 pp 296-297; Capitolo 17 pp 392-395.

- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the present tense
- Identify different foods, menu, vegetables, fruits, drinks
- speak ad lib on shopping and vacations
- Give and extract information regarding wants and desired

Stage 2: Assessment Evidence

Formative Assessments

- **Dialogues**
 - Dialogues written for use in a restaurant, gelateria, trattoria, supermercato, ipermercato, macelleria.
- **Oral Dialogues**

Stage 3: Learning Plan

Learning Activities

- Instructor to student contact class-wide use of vocabulary and verbs
- Group Dialogues and interaction in target language
- Multiple intelligences activities/Visual aids to prevent use of English
- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/powerPoints/audio
- Differentiated Instruction/ Visual and abstract
- Study
- Use of music and History
- Dialogues in restaurant, trattoria, gelateria, grocery shopping.

Resources

- Text book: *Oggi in Italia*, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY.
- On line activities: *Prego!*
- PowerPoint presentations
- Information provided by professor: first hand from Italy
- Visual aides provided by professor
- Music
- Art



Italian I

Unit: La Casa Ideale, Vacanza

Cedar Grove High School



Week 33 - Week 37

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

- To understand how people in foreign countries live, their housing and to gain an appreciation of their culture and of my own.
- To understand the history of Rome and how it influenced the Italian peninsula, its politics and future as well as the impact of the Roman empire on the world, its gifts to it and to Italy.

Essential Questions

- How do I describe the ideal home?
- How do I describe my home? My room?
- How do I extract this information from others?
- How do I communicate my responsibilities regarding household chores and extract this information from others?

Content

TOPICS AND VOCABULARY COVERED: Ideal house, Body parts, Family, Rome.

- **VERBS:** Dovere, potere, volere, additional ARE, IRE, ERE verbs in relation to above topics.
- **CHAPTERS COVERED:** Capitolo 7 pp 156-159; Capitolo 8 pp 178-186; Capitolo 11 pp 250-251; Capitolo 13 pp 296-297; Capitolo 17 pp 392-395.
- **CULTURE COVERED:** HISTORY OF ROME, EASTER and Italian –American anti-defamation/films: Gladiator and Rocky II
- **ESSAYS WRITTEN:** 20+ sentences:

Skills

- Describe and extract information regarding ideal house
- Discuss house vocabulary and household chores using new verbs and vocabulary
- Create dialogues regarding daily chores
- description of entire home, rooms and contents therein
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the present tense
- Identify chores/cleaning
- Use affirmative and negative

<ul style="list-style-type: none"> • Pastime activities, weekend activities, after school activities, vacation; ideal house (40+ sentences: 1) Dov'è la casa ideale: in periferia, campagna, città? È una casa grande, piccola, un appartamento, un condominio? È dello stile rustica/elegante/classica/ squallido? Quante stanze ha in totale? Quali sono? Fuori casa cosa c'è? 2) Descrizione dell'ingresso, della cucina, della sala da pranzo; 3) soggiorno, camera da letto matrimoniale, camera da letto, bagni 4) fuori casa / piscina / campo/ garage/ balcone/ terrazza...) • ORAL TESTS: Varied based upon all above information 	<ul style="list-style-type: none"> • speak ad lib on household chores and activities inside designated rooms • Give and extract information regarding homes and apartments • Learn history of the Roman Empire
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Stage 2: Assessment Evidence

<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Essay - 20+ sentences <ul style="list-style-type: none"> ▪ Pastime activities, weekend activities, after school activities, vacation; ideal house (40+ sentences: <ol style="list-style-type: none"> 1) Dov'è la casa ideale: in periferia, campagna, città? È una casa grande, piccola, un appartamento, un condominio? È dello stile rustica/elegante/classica/ squallido? Quante stanze ha in totale? Quali sono? Fuori casa cosa c'è? 2) Descrizione dell'ingresso, della cucina, della sala da pranzo; 3) Soggiorno, camera da letto matrimoniale, Camera da letto, bagni 4) fuori casa / piscina / campo/ garage/ balcone/ terrazza...) • Oral Dialogues <ul style="list-style-type: none"> ▪ description of household chores, rooms, items and ideal home. • Written Test-Rome <ul style="list-style-type: none"> ▪ History of Rome 	<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Written Test- Rome <ul style="list-style-type: none"> ▪ History of Rome
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Stage 3: Learning Plan

<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Instructor to student contact class-wide use of vocabulary and verbs 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Text book: <i>Oggi in Italia</i>, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY.
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- Group Dialogues and interaction in target language
- Multiple intelligences activities/Visual aids to prevent use of English
- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/powerpoints/audio
- Differentiated Instruction/ Visual and abstract
- Study
- Use of music and History
- House vocabulary, description
- ROME

- On line activities: *Prego!*
- PowerPoint presentations
- Information provided by professor: first hand from Italy
- Visual aides provided by professor
- Music
- Art
- History of Rome/ Gladiator



Italian I

Unit: Ripasso Generale e ESAMI

Cedar Grove High School



Week 38 - Week 40

Stage 1: Desired Results

NJ Standards

NJ: 2014 CSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings,

leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- **Make lists.**
- **State needs and preferences.**
- **Describe people, places, and things.**

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

Essential Questions

- Can I successfully communicate, speak, write and read in Italian on a variety of topics in the present tense?

Content

- Review of all information learned from January to June.

Skills

- Describe and extract information regarding daily activities
- Discuss daily routing using new verbs and vocabulary
- Create dialogues regarding daily activities
- Review vocabulary for classes, morning routine, daily activities, school schedule and activities at school and after school, house, vacation, shopping
- Apply new verbs and vocabulary to daily life.
- Use regular and reflexive verbs in the present tense
- Identify extracurricular activities, sports, vacations, shopping, restaurants
- Use affirmative and negative
- speak ad lib on pastime activities, afterschool

	<p>activities and vacations, restaurants, shopping, house</p> <ul style="list-style-type: none"> • Give and extract information regarding all above information
Stage 2: Assessment Evidence	
<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • FINAL EXAM 	
Stage 3: Learning Plan	
<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> • Instructor to student contact class-wide use of vocabulary and verbs • Group Dialogues and interaction in target language • Multiple intelligences activities/Visual aids to prevent use of English • Student oral production • Performance assessments both oral and written, adlib and prepared • Technology infusion/powerPoints/audio • Differentiated Instruction/ Visual and abstract • Study • Use of music and History 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Text book: <i>Oggi in Italia</i>, 2002, Seventh Edition. Houghton Mifflin Company, New York City, NY. • On line activities: <i>Prego!</i> • PowerPoint presentations • Information provided by professor: first hand from Italy • Visual aides provided by professor • On line assessments • Instructor provided materials

Atlas Version 8.1.1

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New Jersey Student Learning Standard for World Languages

Content Area	World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	Interpretive Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Novice-Mid Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school	<p>Linguistic:</p> <p>The <u>Novice-Mid</u> language learner understands and communicates at the word level and can <u>independently</u> identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <u>products</u> and <u>practices</u>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) ➤ Healthy eating habits and fitness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <u>practices</u>.) ➤ Many <u>products</u> and <u>practices</u> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) ➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) ➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited 	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> .
		7.1.NM.A.3	Recognize a few common gestures and cultural <u>practices</u> associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <u>culturally authentic materials</u> on familiar topics.

	<p>proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <u>geography</u>.)</p> <p>➤ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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Content Area	World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	Interpersonal Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
<u>Novice-Mid</u> Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school	<p>Linguistic:</p> <p>The <u>Novice-Mid</u> language learner understands and communicates at the word level and can use memorized words and phrases <u>independently</u> to:</p> <ul style="list-style-type: none"> ➤ Respond to learned questions. ➤ Ask memorized questions. ➤ State needs and preferences. ➤ Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <u>products</u> and <u>practices</u>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) ➤ Healthy eating habits and fitness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, 	7.1.NM.B.1	Use <u>digital tools</u> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
		7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
		7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
		7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
		7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

	<p>and wellness <u>practices</u>.)</p> <ul style="list-style-type: none"> ➤ Many <u>products</u> and <u>practices</u> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) ➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) ➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <u>geography</u>.) ➤ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) 		
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Content Area	World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	Presentational Mode		
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<p>switch languages in middle school; grade 9 for students who switch languages in high school</p>	<ul style="list-style-type: none"> ➤ Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <u>products</u> and <u>practices</u>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) ➤ Healthy eating habits and fitness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness <u>practices</u>.) ➤ Many <u>products</u> and <u>practices</u> related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) ➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) ➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and <u>geography</u>.) ➤ Learning about age- and developmentally 		
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	<p>appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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