

Cedar Grove School District

Cedar Grove, NJ

2017 | Grade 10

Italian II



Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

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Italian II

Course Description

The focus of Italian II is to develop the ability to understand native spoken and written Italian and to develop skills of self-expression both orally and in written form in basic situations in the past tenses: Passato Prossimo, Imperfetto and Trapassato Prossimo. Listening comprehension, reading and writing are the bases for the sound acquisition of a foreign language. Having patience when understanding more than speaking or writing is essential for this is natural: speaking and writing abilities always lag slightly behind the ability to understand. The goal in this course is communicative competence, not perfection. This class will use reading and writing activities to enhance the grasp of vocabulary and to provide students with opportunities to express themselves in Italian.

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 one year previous Italian language background and knowledge. Therefore, at this stage of learning, students will be given a strong reinforcement of grammar 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 Intermediate -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 with more ease. Conversation will take place in the present and past tenses.

Regarding the skill of **Writing**, students will attain the level of ACTFL Intermediate –High/ Advanced -Low Level. This means that they will be able to meet basic academic writing needs. They are able to compose thirty to forty 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 and past tenses.

Reading skills at this elementary level will result in the Intermediate Low -Mid levels according to ACTFL standards. At this level, the students will be able to understand 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. They will be able to understand short non-complex texts that convey basic information and deal with basic personal and social topics although some misunderstandings may occur. : 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.

**This curriculum was written in accordance with the
2014 NEW JERSEY STUDENT LEARNING STANDARDS
for
WORLD LANGUAGES**

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>



Italian II

Unit: RIPASSO GENERALE ITALIAN I Unita` 1,2,3

Cedar Grove High School



Week 1 - Week 5

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.
 6. Extend, accept, and decline an invitation.
 7. Express an opinion and preference.

- 7.1.IL.B.1** Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2** Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4** Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

- 7.1.IL.C.1** Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4** Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5** Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.IL.C.6** Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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 and especially the Italian language, culture and mode of thinking.

Essential Questions

- How do I extract and provide information regarding self introduction, introduction of others and describe my family?
- How do I ask and find out where things are and describe states of being?
- How do I talk about school, express likes and dislikes and express possession?
- How do I talk about my family, describe people and things?

	<ul style="list-style-type: none"> • How do I describe a home and talk about the weather? • How do I talk about running errands? • How do I talk about food and order in a restaurant?
<p>Content</p> <ul style="list-style-type: none"> • Presentations • Alphabet, salutations, numbers from 1-1000 • Geography • AVERE, ESSERE, ANDARE, STARE, FARE • School activities and classes in Italy and the United States. • Plurals • Possession and possessives • Piacere, likes and dislikes • Family • Ideal house • errands • Quantities • Food and drink, Ordering in a restaurant • Handling and exchanging money • Shopping for food and clothes • TOPICS REVIEWED: Presentations, alphabet, pronunciation and diction, numbers, days of the week, months of the year, greetings, feelings, likes, physical descriptions, subject pronouns, geography, regions, definite and indefinite articles, clothes, time, subjects, singular/plural, possession (simple) è di me, directions, interrogatives, ARE verbs (begin), daily activities, routines, school activities and sports, weekend activities, summer and vacation activities, ARE/ERE/IRE Verbi Irregolari, Ideal house, Body parts, Family, Food, Vacations • VERBS: Essere, Stare, Avere and idiomatic expressions used with them, Andare, Fare and their idiomatic expressions and begin ARE verbs, Dovere, potere, volere, additional ARE, IRE, ERE verbs in relation to above topics. • CHAPTERS COVERED: Unità Preliminario, Una, Due e Tre: pp 4-146; Unità 6 pp 256-258, 239-240, 269-270; Unità 7 pp. 272-285. • CULTURE COVERED: History of 	<p>Skills</p> <ul style="list-style-type: none"> • Students will be able to communicate on the Novice -High level according to ACTFL 2014 proficiency guidelines at the end of the course term regarding all essential skills: reading, writing, speaking, listening. • Describe others reprocessing vocabulary • Compare and contrast people and outfits • Review vocabulary from Italian 1 • Apply 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 vocabulary to daily conversation • 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 • Use affirmative and negative • speak ad lib on pastime activities, afterschool activities and vacations • Give and extract information regarding food, shopping, ordering • Identify regions of Italy and their capitals

<p>Rome/Florence/Venice. History of Naples.</p> <ul style="list-style-type: none"> • ESSAYS: Presentazione/Routine; Weekend Activities, (Present tense all of them 40 frasi) • ORAL TESTS: Varied based upon all above information 	
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Stage 2: Assessment Evidence

<p>Formative Assessment</p> <ul style="list-style-type: none"> • Oral assessments <ul style="list-style-type: none"> • various dialogues/situational oral tests 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Extended Essay 40 sentences or more <ul style="list-style-type: none"> • Descriptions, family, routine at school, pastime activities, afterschool activities. • Oral assessments <ul style="list-style-type: none"> • various dialogues/situational oral tests
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Stage 3: Learning Plan

<p>Learning Activities</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 	<p>Resources</p> <ul style="list-style-type: none"> • Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011 • Authors: Branciforte, Suzanne and Di Fabio, Elvira • On line activities: <i>Prego!</i> and <i>Quia!</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 • <i>Youtube.com</i>: cartoons in target language
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Italian II

Unit: VERBI ARSI/ERSI/IRSI: Unità 4,5

Cedar Grove High School



Week 6 - Week 11

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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?

	<ul style="list-style-type: none"> • How do I talk about food, shopping in specialty stores and avoid redundancy? • How do I describe actions and cook? • How do I talk about hobbies and the house?
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<p>Content</p> <ul style="list-style-type: none"> • TOPICS REVIEWED: Singular/plural, possession (simple) è di me, directions, interrogatives, ARE verbs (begin), daily activities, routines, school activities and sports, weekend activities, summer and vacation activities, ARE/ARSI; ERE/ERSI; IRE/IRSI Verbi Irregolari, Ideal house, Body parts, Family, Food, Vacations • VERBS: Essere, Stare, Avere and idiomatic expressions used with them, Andare, Fare and their idiomatic expressions and begin ARE verbs, Dovere, potere, volere, additional ARE/RSI, IRE/RSI, ERE/RSI verbs in relation to above topics. • CHAPTERS COVERED: Unita` 4, 5 pp. 104-129; 145 - 174; 187- 214; Unita` 6 pp 256-258, 239-240, 269-270; Unita` 7 pp. 272-285. • CULTURE COVERED: History of Prosciutto, Mozzarella, Parmigiano Reggiano. History of Parma, Reggio nell'Emilia, Salerno/Naples. • ESSAYS: Presentazione/Routine; Weekend Activities, Vacation, House (Present tense all of them 40 frasi) • ORAL and WRITTEN TESTS: Varied based upon all above information 	<p>Skills</p> <ul style="list-style-type: none"> • 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 • Use affirmative and negative • speak ad lib on pastime activities, afterschool activities and vacations • Give and extract information regarding sports
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Stage 2: Assessment Evidence

<p>Summative Assessments</p> <ul style="list-style-type: none"> • Extended Essay <ul style="list-style-type: none"> ▪ Essays of at least 40 sentences in target language on the following topics: House, Routine, Daily activity, Vacations, sports, after school pastime activities. • Oral Assessments <ul style="list-style-type: none"> ▪ Dialogues: restaurant, clothing stores, supermarkets, cafe, directions etc.

Stage 3: Learning Plan

<p>Learning Activities</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 	<p>Resources</p> <ul style="list-style-type: none"> • Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011 • Authors: Branciforte, Suzanne and Di Fabio, Elvira • On line activities: <i>Prego!</i> and <i>Quia!</i> • PowerPoint presentations
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- Student oral production
- Performance assessments both oral and written, adlib and prepared
- Technology infusion/powerpoints/audio
- Differentiated Instruction/ Visual and abstract
- Study
- History of Parma, Reggio nell'Emilia and Naples/Salerno
- Gastronomia Italiana: Prosciutto e Mozzarella
- Use of music and History

- 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
- *Youtube.com*: cartoons in target language



Italian II

Unit: Passato Prossimo Unità' 3,4,5

Cedar Grove High School



Week 12 - Week 16

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.

5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

1. Express needs.

2. Give reasons.

3. Express an opinion and preference.

4. Request and suggest.

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Enduring Understandings

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

Essential Questions

- How do I talk about my day in the passato prossimo tense?
- How do I ask and give information about past activities using the passato prossimo tense on the following topics: routine, what I did yesterday at school, what I did yesterday after

	<p>school, what I did last weekend, what I did last night?</p> <ul style="list-style-type: none"> • How do I talk about vacations in the passato prossimo tense?
<p>Content</p> <p>TOPIC COVERED: PASSATO PROSSIMO (all above activities to be described in the Passato Prossimo tense. Verb tense is complicated and requires ample time with many communicative and grammatical activities: both group work and individual exercise). Distinction made between verbs that use Essere or Avere and reasons why: Verbs that require Essere fall into four major categories:</p> <ol style="list-style-type: none"> 1) movement (point of arrival/departure), 2) RSI verbs (reflexive and reciprocal); 3) State of being; 4) non-living subject. <p>All others require Avere.</p> <ul style="list-style-type: none"> • VERBS: ALL above verbs drilled and used in the Passato Prossimo tense • CHAPTERS COVERED: Unità 3 pp. 150-155; Unità 5 pp 214-215, 229-230; Vocabolario fino a pp 186, 197-201 • CULTURE COVERED: Prosciutto di Parma e San Daniele e Mozzarella Fiore di Latte e Bufala production and tasting, Italian American portrayal in film (antidefamation): My Cousin Vinny. • ESSAYS: Routine; Vacation; Weekend activities: Written in PASSATO PROSSIMO (30+ sentences each) • ORAL AND WRITTEN TESTS: Che cosa hai fatto ieri? In vacanza? Il weekend passato? PAST TENSE 	<p>Skills</p> <ul style="list-style-type: none"> • Describe and extract information regarding daily activities IN PAST TENSE • 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 PASSATO PROSSIMO tense • Identify extracurricular activities • Use affirmative and negative • speak ad lib on pastime activities, afterschool activities and vacations • Give and extract information regarding sports

Stage 2: Assessment Evidence

<p>Formative Assessment</p> <ul style="list-style-type: none"> • Expository and Extended Essays <ul style="list-style-type: none"> ▪ Written in passato prossimo on following topics: what I did yesterday, what I did last week, what I did last weekend, what I did on vacation last summer, what I did after school. • Written Test <ul style="list-style-type: none"> ▪ Proper formation of Passato Prossimo verbs: grammatical and 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Expository and Extended Essays <ul style="list-style-type: none"> ▪ Written in passato prossimo on following topics: what I did yesterday, what I did last week, what I did last weekend, what I did on vacation last summer, what I did after school. • Oral Assessments <ul style="list-style-type: none"> ▪ Summative and formative dialogues using the passato prossimo to talk ad lib
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communicative based tests.

about past activities (yesterday/last weekend/last night), vacations etc.

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

Resources

- Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011
- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- 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
- *Youtube.com*: cartoons in target language



Italian II

Unit: Midterm Review (Italian1 2 Unita` P - Unita` 7)

Cedar Grove High School



Week 17 - Week 20

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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 daily routine, school and pastime activities,

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 daily routine, school and

<p>time, weather, vacation, home, restaurant experiences using regular and irregular verbs and their idiomatic expressions in the present and passato prossimo tenses</p>	<p>pastime activities, vacations, sports, restaurant experiences, time, weather, age, and descriptions to Italian speaking people?</p> <ul style="list-style-type: none"> • How do I extract the aforementioned information from them accurately and politely? • How do I do all of this in the present and passato prossimo tenses in Italian?
<p><u>Content</u></p> <p>INTENSE REVIEW OF INFORMATION LEARNED FROM SEPTEMBER TO JANUARY IN PREPARATION FOR MIDTERM EXAMS.</p> <ul style="list-style-type: none"> • TOPIC COVERED: Presentations, alphabet, pronunciation and diction, numbers, days of the week, months of the year, greetings, feelings, likes, physical descriptions, subject pronouns, geography, regions, definite and indefinite articles, clothes, time, subjects, singular/plural, possession (simple) è di me, • directions, interrogatives, ARE verbs, daily activities, routines, school activities and sports, weekend activities, summer and vacation activities, • ARE/ARSI; ERE/ERSI; IRE/IRSI Verbi Irregolari, Ideal house, Body parts, Family, Food, Vacations • PASSATO PROSSIMO (all above activities to be described in the Passato Prossimo tense. Verb tense is complicated and requires ample time with many communicative and grammatical activities: both group work and individual exercise). Distinction made between verbs that use Essere or Avere and reasons why: Verbs that require Essere fall into four major categories: 1) movement (point of arrival/departure), 2) RSI verbs (reflexive and reciprocal); 3) State of being; 4) nonliving subject. All others require Avere. • CULTURE COVERED: History of Rome/Florence/Venice. History of Naples. • VERBS: ALL above verbs drilled and used in the Passato Prossimo tense • CHAPTERS COVERED: Unità Preliminario, Una, Due e Tre: pp 4-146; Unità 6 pp 256-258, 239-240, 269-270; Unità 7 pp. 272-285. Unità 3 pp. 150-155; Unità 5 pp 214-215, 229-230; Vocabolario fino a pp 186, 197-201 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Review and reinforce all previously learned information in present and passato prossimo tenses • Review dialogues using vocabulary • Review Compare and contrast people and culture • 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 • 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/ERE/IRE/SI verbs • Review history and culture

- **CULTURE COVERED:** Prosciutto di Parma e San Daniele e Mozzarella Fiore di Latte e Bufala production and tasting, Italian American portrayal in film (antidefamation): *My Cousin Vinny*.

Stage 2: Assessment Evidence

Summative Assessments

- **Oral Dialogues**
 - Oral exercises and dialogues for reinforcement of learned information
- **Written Essays**
 - Written essays and activities for reinforcement and review of learned information in preparation for midterm exam

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

Resources

- Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011
- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- 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
- *Youtube.com*: cartoons in target language



Italian II

Unit: Passato Prossimo and Imperfetto Unità 5,6,7

Cedar Grove High School



Week 21 - Week 25

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Enduring Understandings

- To exchange cultural differences and similarities through the communication of daily activities, childhood and pastime and vacation activities in Italian to promote peaceful coexistence and understanding among cultures.
- To learn how childhood events differ from

Essential Questions

- How do I describe myself and my childhood using the Imperfetto, my family and friends, town, likes and dislikes to others?
- How do I describe my habitual past actions in the Imperfetto?
- How do I extract information on the

<p>culture to culture.</p>	<p>aforementioned topics from others of the Italian culture?</p> <ul style="list-style-type: none"> • How do I effectively and accurately communicate my daily routine, school and pastime activities, vacations, sports, restaurant experiences, time, weather, age, and descriptions to Italian speaking people? • How do I extract the aforementioned information from them accurately and politely? • How do I do all of this in the IMPERFETTO and PASSATO PROSSIMO tenses in Italian? • How do I successfully communicate my daily routine, pastime activities and vacation activities to others in the Italian language? • How do I promote an understanding of my own culture to people of the Italian culture?
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<p>Content</p> <p>TOPICS COVERED: Review of Passato Prossimo; Introduce IMPERFETTO past tense.</p> <ul style="list-style-type: none"> • Descriptions of ongoing-unfinished past activities, • descriptions of habitual routines, childhood activities, narration of past events. • All vocabulary recycled with supplemental childhood activity vocabulary added. • VERBS: ALL VERBS in IMPERFETTO tense. Use Imperfetto with Passato Prossimo together – DRILL INCESSANTLY. • CHAPTERS COVERED: Unità 6 pp 246-247. (+ all previous material/vocabulary) • CULTURE COVERED: ITALY DURING WORLD WAR II: La Vita È Bella/Miracle At St. Anna (portions) Both Italian Language Films. • ESSAYS: Com’eri da bambino/a? Cosa facevi sempre durante il giorno? Al weekend? Come passavi le vacanze? Cosa facevi a scuola? • ORAL TESTS: Dialogues/Descriptions in IMPERFETTO (childhood/vacations) 	<p>Skills</p> <ul style="list-style-type: none"> • Describe and extract information regarding childhood activities • Discuss daily routine/school using new verb tense and vocabulary • Create dialogues regarding childhood activities • Review vocabulary for classes, morning routine, daily activities, school schedule and activities at school and after school, games, childhood life • Apply new verbs and vocabulary. • Use regular and reflexive verbs in the Imperfect tense • Identify school activities and games played • Use affirmative and negative • speak ad lib on pastime activities, afterschool activities and vacations, childhood and the way life used to be, habitual activities in the past • Give and extract information regarding sports
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Stage 2: Assessment Evidence

<p>Formative Assessment</p> <ul style="list-style-type: none"> • Written Test <ul style="list-style-type: none"> ▪ Formation of Imperfect verbs and explanation of activities in communicative mode using the imperfect tense 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Written Test <ul style="list-style-type: none"> ▪ Formation of Imperfect verbs and explanation of activities in communicative mode using the imperfect tense
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- **Oral Tests**

- Formative and summative oral dialogues regarding childhood, vacations, school in the imperfect tense.

- **Extended Essay**

- Extended and expository essays both in class and at home of variety of topics using the imperfect tense.
- Minimum 30-40 sentences.
- What were you like when you were younger?
- What was life like when you were younger?
- What did you and your family used to all the time in the winter, spring, summer, fall?
- How did you used to spend your vacations and what did you do?

Stage 3: Learning Plan

Learning Activities

Lecture

- Class discussions
- Multiple intelligences activities
- Student presentations
- Cooperative Learning structures
- Guided practice
- Performance assessments
- Projects
- Technology infusion
- Differentiated Instruction
- Homework review
- Research
- 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

Resources

- Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011
- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- 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
- *Youtube.com*: cartoons in target language



Italian II

Unit: Narrare al Passato Unita` 6

Cedar Grove High School



Week 26 - Week 28

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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

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

daily routine, school and pastime activities, time, weather, vacation, home, restaurant experiences using regular and irregular verbs and their idiomatic expressions in the passato prossimo and imperfetto tenses correctly

communicate my daily routine, school and pastime activities, vacations, sports, restaurant experiences, time, weather, age, and descriptions to Italian speaking people?

- How do I differentiate when to use the Imperfetto vs the Passato Prossimo verb tense?
- How do I extract the aforementioned information from them accurately and politely?
- How do I do all of this in the passato prossimo and imperfetto tenses in Italian correctly?

Content

- **TOPICS COVERED:** Review of IMPERFETTO past tense. Descriptions of ongoing-unfinished past activities, descriptions of habitual routines, childhood activities, narration of past events. All vocabulary recycled with supplemental childhood activity vocabulary added. USE OF IMPERFETTO AND PASSATO PROSSIMO TENSES TOGETHER. (difference between completed past actions and ongoing past actions – fairy tale narration) IMPERFETTO e PASSATO PROSSIMO together (narration of past events)
- **VERBS:** ALL VERBS in IMPERFETTO tense. Use Imperfetto with Passato Prossimo together – DRILL INCESSANTLY.
- **CHAPTERS COVERED:** pp 288-289; Unità 6 pp 246-247. (+ all previous material/vocabulary)
- **CULTURE COVERED:** ITALY DURING WORLD WAR II: La Vita È Bella/Miracle At St. Anna (portions) Both Italian Language Films.
- **TRANSLATIONS:** (*BOTH PAST TENSES USED AT THIS POINT*)
- **ORAL TESTS:** Dialogues/Descriptions in IMPERFETTO (childhood/vacations)

Skills

- Describe and extract information regarding daily and childhood activities in the imperfetto
- Discuss daily routine using new verbs and vocabulary
- Create dialogues regarding daily activities and childhood activities
- Review vocabulary for classes, 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
- Use affirmative and negative
- speak ad lib on pastime activities, afterschool activities and vacations
- Give and extract information regarding sports
- USE BOTH THE IMPERFETTO AND PASSATO PROSSIMO TO NARRATE STORIES IN THE PAST

Stage 2: Assessment Evidence

Formative Assessments

- **Written Test**
 - Written tests where narration is required to use the proper tense between passato prossimo and imperfetto.
- **Translations**
 - Translations using the presente, passato prossimo and imperfetto tenses

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

Resources

- Text book: *Parliamo Italiano*, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011
- Authors: Branciforte, Suzanne and Di Fabio, Elvira
- On line activities: *Prego!* and *Quia!*
- 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
- *Youtube.com*: cartoons in target language



Week 29 - Week 31

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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

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

<p>daily routine, school and pastime activities, time, weather, vacation, home, restaurant experiences using regular and irregular verbs and their idiomatic expressions in the passato prossimo and imperfetto and TRAPASSATO PROSSIMO tenses correctly</p>	<p>communicate my past actions, school and pastime activities, vacations, sports, restaurant experiences, and descriptions to Italian speaking people?</p> <ul style="list-style-type: none"> • How do I differentiate when to use the Imperfetto vs the Passato Prossimo vs. Trapassato Prossimo verb tense? • How do I extract the aforementioned information from them accurately and politely? • How do I do all of this in the passato prossimo and imperfetto and Trapassato prossimo tenses in Italian correctly?
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<p>Content</p> <ul style="list-style-type: none"> • TOPICS COVERED: Review of Passato Prossimo and IMPERFETTO past tenses. • Descriptions of ongoing-unfinished past activities, descriptions of habitual routines, childhood activities, narration of past events. • All vocabulary recycled with supplemental childhood activity vocabulary added. • Introduce TRAPASSATO PROSSIMO • USE OF IMPERFETTO, PASSATO PROSSIMO and TRAPASSATO PROSSIMO TENSES TOGETHER. (difference between completed past actions and ongoing past actions and already completed actions (had done) etc.) • VERBS: ALL VERBS in IMPERFETTO tense. Use Imperfetto with Passato Prossimo and TRAPASSATO together – DRILL INCESSANTLY. • CHAPTERS COVERED: Unita` 8 , 9: pp. 320, 331, 346; pp. 365-371 	<p>Skills</p> <ul style="list-style-type: none"> • 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 IMPERFETTO, PASSATO PROSSIMO and TRAPASSATO PROSSIMO • Identify extracurricular activities • Use affirmative and negative • speak ad lib on pastime activities, afterschool activities and vacations • Give and extract information regarding sports
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Stage 2: Assessment Evidence

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Translations <ul style="list-style-type: none"> ▪ Translations using all three verb tenses: Imperfetto, Passato Prossimo and Trapassato Prossimo • Written Tests <ul style="list-style-type: none"> ▪ Translations and readings using all four tenses learned

Stage 3: Learning Plan

<p>Learning Activities</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 	<p>Resources</p> <ul style="list-style-type: none"> • Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011 • Authors: Branciforte, Suzanne and Di Fabio, Elvira
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- 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

- On line activities: *Prego!* and *Quia!*
- 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
- *Youtube.com*: cartoons in target language



Week 32 - Week 36

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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 daily routine, school and pastime activities,

Essential Questions

- How do I present possibility regarding future events?
- How do I extract information in the future tense from others of the Italian culture?
- How do I effectively and accurately communicate my future actions, school and pastime activities, vacations (Winter, Spring,

<p>time, weather, vacations, home, and possibilities using regular and irregular verbs and their idiomatic expressions in the FUTURO-What Will be?</p>	<p>Summer, Fall), sports, restaurant experiences, and descriptions to Italian speaking people?</p> <ul style="list-style-type: none"> • How do I extract the aforementioned information from them accurately and politely? • How do I express possibility using the future tense?
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<p>Content</p> <ul style="list-style-type: none"> • TOPICS AND VOCABULARY COVERED: REVIEW: IMPERFETTO e PASSATO PROSSIMO and TRAPASSATO PROSSIMO together (narration of past events); COMPARATIVI, PROFESSIONI • INTRODUCE FUTURE TENSE. • VERBS: ALL VERBS: ALL TENSES and Futuro. • CHAPTERS COVERED: pp 288-289; Unità 6 pp 253-255; pp 320-324.UNITA` 8 pp. 320, 346-351. UNITA` 9 pp 366-371 • CULTURE COVERED: Italian life: diversity of living conditions in North as compared to South of Italy. Italian Language films: Johnny Stecchino; Ciao Professore. • ESSAYS WRITTEN: FUTURO: Come passerai la vacanza? Cosa farai domani? Cosa farai questo weekend? (all above information/vocabulary recycled and description of life activities in Future tense) • ORAL TESTS: Dialogues: vacation/future activity 	<p>Skills</p> <ul style="list-style-type: none"> • Describe and extract information regarding daily activities in FUTURE TENSE • 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, VACATIONS, SUMMER and WINTER PASTIME ACTIVITIES • Apply new verbs and vocabulary to daily life. • Use regular and reflexive verbs • Identify extracurricular activities • Use affirmative and negative • speak ad lib on pastime activities, afterschool activities and vacations • Give and extract information regarding sports • * PROFESSIONI
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Stage 2: Assessment Evidence

<p><u>Formative Assessment</u></p> <p>Extended Essay</p> <ul style="list-style-type: none"> ▪ Exposition and extended essays in the future tense: FUTURO: Come passerai la vacanza? Cosa farai domani? Cosa farai questo weekend? (all above information/vocabulary recycled and description of life activities in Future tense) <p>Written Test</p>	<p><u>Summative Assessment</u></p> <p>Extended Essay</p> <ul style="list-style-type: none"> ▪ Exposition and extended essays in the future tense: FUTURO: Come passerai la vacanza? Cosa farai domani? Cosa farai questo weekend? (all above information/vocabulary recycled and description of life activities in Future tense)
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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 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011 • Authors: Branciforte, Suzanne and Di Fabio, Elvira • On line activities: <i>Prego!</i> and <i>Quia!</i> • PowerPoint presentations
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- 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/ film

- 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
- *Youtube.com*: cartoons in target language



Week 37 - Week 39

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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

Essential Questions

- ALL TENSES
- How do I present possibility regarding weekend and pastime activities, parties and special events?
- How do I extract information in the future tense from others of the Italian culture?
- How do I effectively and accurately

<p>music, opera, fashion, Saturday night and weekend activities, movies, using regular and irregular verbs and their idiomatic expressions in the present, passato prossimo, imperfetto, trapassato and future tenses.</p>	<p>communicate my future actions, school and pastime activities, vacations (Winter, Spring, Summer, Fall), sports, restaurant experiences, and descriptions to Italian speaking people?</p> <ul style="list-style-type: none"> • How do I extract the aforementioned information from them accurately and politely? • How do I express all of the above in the present, passato prossimo, imperfetto and futuro tenses?
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<p>Content</p> <ul style="list-style-type: none"> • TOPICS AND VOCABULARY COVERED: PRESENTE, IMPERFETTO e PASSATO PROSSIMO and TRAPASSATO PROSSIMO together (narration of past events) FUTURO COMPARATIVI, PROFESSIONI PASSATEMPI, FESTE, WEEKEND, DIVERTIRSI (OPERA LIRICA, MUSICA LEGGERA, FILM, SABATO SERA, MODA ITALIANA • VERBS: ALL VERBS: ALL TENSES • CHAPTERS COVERED: pp. 409-412, 419-422, 426-437 • CULTURE COVERED: Italian life: diversity of living conditions in North as compared to South of Italy. Italian Language films: Johnny Stecchino; Ciao Professore. 	<p>Skills</p> <ul style="list-style-type: none"> • Describe and extract information regarding daily activities • Discuss daily routine, pastime, weekend, party activities in all verb tenses • Create dialogues regarding above information in all tenses (presente, passato prossimo, imperfetto, trapassato, future) • Review vocabulary for classes, morning routine, daily activities, school schedule and activities at school and after school, vacations and pastime activities • Apply new verbs and vocabulary to daily life. • Use regular and reflexive verbs in the present tense • Identify extracurricular activities <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
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Stage 2: Assessment Evidence

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Oral Dialogues <ul style="list-style-type: none"> ▪ Concerts, music, pastime, film 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Expository Essay <ul style="list-style-type: none"> ▪ Weekend activities and concerts/music • Written TESTS <ul style="list-style-type: none"> ▪ Vocabulary and mini composizioni
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Stage 3: Learning Plan

<p>Learning Activities</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 	<p>Resources</p> <ul style="list-style-type: none"> • Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011 • Authors: Branciforte, Suzanne and Di Fabio, Elvira • On line activities: <i>Prego!</i> and <i>Quia!</i> • PowerPoint presentations
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- 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
- Homework

- 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
- *Youtube.com*: cartoons in target language



Week 39 - Week 40

Stage 1: Desired Results

NJ: 2014 SLS: World Languages

NJ: Intermediate-Low

A. Interpretive Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

B. Interpersonal Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 1. Initiate, maintain, and end a conversation.
 2. Ask for and give permission.
 3. Express needs.
 4. Give reasons.
 5. Request, suggest, and make arrangements.

6. Extend, accept, and decline an invitation.

7. Express an opinion and preference.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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, passato prossimo, imperfetto,

Essential Questions

- How do I communicate presentations, descriptions of self and family, daily routines, pastime activities, school and social events, vacations and leisure time activities in the present, passato prossimo, imperfetto, trapassato and future verb tenses in Italian?
- How do I extract information in the future tense

trapassato and future tenses.	<p>from others of the Italian culture?</p> <ul style="list-style-type: none"> ▪ How do I effectively and accurately communicate to Italian speaking people? ▪ How do I extract the aforementioned information from them accurately and politely?
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<p>Content</p> <ul style="list-style-type: none"> • INTENSE REVIEW ALL INFORMATION (from January to June included) IN PREPARATION FOR FINAL EXAMS • Review and reinforce all previously learned information • Review dialogues using vocabulary • Review Compare and contrast people and culture • 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 all verbs and tenses • Review history and culture 	<p>Skills</p> <ul style="list-style-type: none"> • Review and reinforce all previously learned information • Review dialogues using vocabulary • Review Compare and contrast people and culture • 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 all verbs and tenses • Review history and culture
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Stage 2: Assessment Evidence

<p>Formative Assessment</p> <ul style="list-style-type: none"> • WRITTEN EXERCISES <ul style="list-style-type: none"> ▪ Preparation for final exams 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Oral assessments <ul style="list-style-type: none"> ▪ Oral activities encompassing all learned information for reinforcement purposes and preparation for Final Exams
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Stage 3: Learning Plan

<p>Learning Activities</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 	<p>Resources</p> <ul style="list-style-type: none"> • Text book: <i>Parliamo Italiano</i>, Fourth Edition, Wiley and Sons Inc., Danvers, MA, 2011 • Authors: Branciforte, Suzanne and Di Fabio, Elvira • On line activities: <i>Prego!</i> and <i>Quia!</i> • PowerPoint presentations • Information provided by professor: first hand from Italy • Visual aides provided by professor • Italian-American film
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- Differentiated Instruction/ Visual and abstract
- Study
- Use of music and Film
- Homework
- Essay Writing

- Technology and visual resources provided by teacher
- iTunes: Music in target language
- *Youtube.com*: cartoons in target language

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
Intermediate-Low Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school	<p>Linguistic:</p> <p>The <u>Intermediate-Low</u> language learner understands and communicates at the sentence level and can use simple sentences <u>independently</u> to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.) 	7.1.IL.A.1	Identify the main idea and most supporting details contained in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.
		7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
		7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural <u>practices</u>) in the target culture(s) and in one’s own culture.
		7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
		7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
		7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world

	<ul style="list-style-type: none"> ➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) ➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) ➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) ➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 		languages, this Indicator is listed as reserved.
		7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
		7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

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>Intermediate-Low</u> Grades 8-9 for all students who continue to study the same language throughout	Linguistic: The <u>Intermediate-Low</u> language learner understands and communicates at the sentence level and can use simple sentences <u>independently</u> to: <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: 	7.1.IL.B.1	Use <u>digital tools</u> to participate in short conversations and to exchange information related to targeted themes.

<p>elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</p>	<ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation. ○ Express an opinion and preference. <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.) ➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) ➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) ➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) 		
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	<ul style="list-style-type: none"> ➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 		
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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		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Intermediate-Low Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school	Linguistic: The <u>Intermediate-Low</u> language learner understands and communicates at the sentence level and can use simple sentences <u>independently</u> to: <ul style="list-style-type: none"> ➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an opinion and preference. ○ Request and suggest. Cultural: <ul style="list-style-type: none"> ➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) <ul style="list-style-type: none"> ➤ The study of another language and 	7.1.IL.C.1	Use knowledge about cultural <u>products</u> and cultural <u>practices</u> to create a <u>multimedia-rich presentation</u> on targeted themes to be shared <u>virtually</u> with a target language audience.
		7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
		7.1.IL.C.4	Compare and contrast age- and level-appropriate <u>culturally authentic materials</u> orally and in writing.
		7.1.IL.C.5	Explain the cultural <u>perspective</u> associated with a few cultural <u>products</u> and cultural practices from the target culture (s) and one’s own culture.
		7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <u>16 Career Clusters</u> .

	<p>culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</p> <ul style="list-style-type: none"> ➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.) ➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) ➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) ➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but 		
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	<p>are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <ul style="list-style-type: none"> ➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 		
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