

Department of World Languages

ITALIAN 2

Course Content and Standards (NJSLA 2014):

Unit 1: Un giorno tipico

Vocabulary: (7.1.IL.A.1, A.2, A.4, A.5, A.7, B.1, B.2, B.5, C.2, C.3)

- Daily Routine
- Clothing
- Toiletry Items
- Colors
- House

Grammar: (7.1.IL.A.4, A.8, B.3, B.4, C.2, C.3)

- Reflexive Verbs: present
- time
- adverbs

Culture: (7.1.IL.A.1, C.1, C.5)

- Italian toiletry items and brands
- Italian self-care practices
- Italian and American bathrooms

Unit 2: Le feste in famiglia

Vocabulary: (7.1.IL.A.1, A.2, A.4, A.5, A.7, B.1, B.2, B.3, B.4, B.5, C.2, C.3)

- Celebrations
- Expressions for a celebration
- Chores
- Activities / things at a party

Grammar: (7.1.IL.A.3, A.8, C.1, C.3)

- Direct object pronouns
- indirect object pronouns
- Sapere/Conoscere = to know
- Dovere/Volere/Potere = to have to/to want/to be able to
- Interrogatives

Culture: (7.1.IL.A.1, A.3, B.3, C.4, C.5)

- Holidays in Italy
- Classic Italian celebrations and customs

Unit 3: La salute

Vocabulary: (7.1.NH.A.1,A.2, A.3, A.4, A.5, A.7, B.3, B.5, C.3)

- Body parts
- Doctor's visit
- Food for different meals

Grammar: (7.1.NH.A.3,A.4, A.7, A.8, C.1, C.2)

- Comparative (regular and irregular)
 - Superlative (regular and irregular)
 - Adjectives
 - Di + article
 - Essere= to be
 - Avere = to have
 - Sentirsi= to feel
- Culture: (7.1.NH.A.1,A.3, B.1, B.2, C.5)
- Italian health system
 - Italian lifestyle
 - Italian food pyramid and Mediterranean diet

Unit 4: La vacanza

Vocabulary: (7.1.IL.A.1, A.2, A.4, A.5, A.7, B.2, B.4, B.5, C.1, C.2)

- Traveling
- Airport
- Hotel
- Weather/Seasons
- Geography Terms

Grammar: (7.1.IL, A.4, A.8, C.2)

- futuro
- the verb vedere (= to see)
- the verb partire (= to leave)
- the verb uscire (= to go out)
- the verb dormire (= to sleep)
- geographical prepositions
- ordinal numbers

Culture: (7.1.IL.A.1, A.3, A.8, B.3, C.1)

- Ferragosto in Italy
- Italian tourist sites

Course Pacing:

- Marking Period 1: Unit 1 Novice-High
- Marking Period 2: Unit 2 Intermediate-Low
- Marking Period 3: Unit 3 Intermediate-Low
- Marking Period 4: Unit 4 Intermediate-Low

Course Expectations and Skills:

1. Maintain an organized binder..
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present tense.
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate Low Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: Prego 8 textbook, workbook and lab manual.
 Communicative Activities

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Major Assessments	50%
Minor Assessments	30%
Classwork/Homework	20%

Course Standards Key:

New Jersey Student Learning Standards (NJSLS)

World Languages

Language Target Level: Novice-High (Unit 1) and Intermediate-Low (Units 2-4) Level Learner:

- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1.NH/IL.A. = Interpretive Mode
- 7.1.NH/IL.B. = Interpersonal Mode
- 7.1.NH/IL.C. = Presentational Mode

Novice- High

Interpretive Mode

- 7.1.NH.A.1 - Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 - Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.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 standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 - Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 - Identify some unique linguistic elements in English and the target language.

Interpersonal Mode

- 7.1.NH.B.1 - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.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.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 - Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 - Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational Mode

- 7.1.NH.C.1 - Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

- 7.1.NH.C.3 - Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 - Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 - Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Intermediate Low

Interpretive Mode

- 7.1.II.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.II.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.II.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.II.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.II.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.II.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 standard for world languages, this Indicator is listed as reserved.
- 7.1.II.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.II.A.8 - Compare and contrast unique linguistic elements in English and the target language.

Interpersonal Mode

- 7.1.II.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.II.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.II.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.II.B.4 - Ask and respond to factual and interpretive questions of a personal nature or on school- related topics.
- 7.1.II.B.5
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

- 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 - Explain the cultural perspective associated with a few cultural products 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 16 Career Clusters.

Italian 2

Un giorno tipico

Updated:

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s): In this unit students will learn to describe what their life is like on a day-to-day basis and discuss their daily routines with frequency and time. Students will explain which personal products and items they typically need to get ready, as well as what they wear. Students will compare the daily life of a typical American teenager to that of a teenager in Italy.

Enduring Understandings:

- How teenagers get ready for their day can vary by country.
- One's daily routine differs (clothing and accessories) based on various occasions.
- Young people from other countries have various household responsibilities in their daily lives.
- People notice when you take pride in your appearance.
- Expectations and contributions of family members can vary.

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <p>I Can...</p> <ul style="list-style-type: none"> ● tell someone when I get up in the morning ● tell someone when I go to bed each day ● talk about what I do in the morning to get ready for school ● describe what items I use when I get ready in the morning or at night ● say what I normally do on the weekends ● describe what I normally do after school ● describe what I do at school ● ask someone about their daily routine ● explain what my family members do to get ready in the morning ● tell someone what to do or not to do to get ready ● tell what I do in the morning to prepare for the day ● say what I do at night to get ready for bed ● understand a commercial for various personal items and toiletries ● understand when people talk about their daily routines ● describe in which room I complete my daily routine ● describe what I wear everyday and during the seasons ● say with what frequency I complete activities ● describe how I complete my typical day ● use the 24 hour clock to describe time
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> <i>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></i></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.5</p>

<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High,</u> <u>Intermediate Low/ Mid/ High</u> <u>Proficiency Benchmarks (ACTFL)</u></p>	<p>Performance Level:</p> <p><u>Proficiency Benchmarks:</u></p>
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*<u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening): Students will interpret videos and infographics on fashion and the typical life of an Italian teenager.</p> <p>Interpersonal Task Overview (written or oral): Students will discuss their daily routine with the teacher through questions and answers.</p> <p>Presentational Task Overview (written or oral): Students will present their typical day including time, reflexive verbs, adverbs, and places in the house.</p>

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar:</p> <ul style="list-style-type: none"> ● reflexive verbs (present) ● adverbs ● time <p>Vocabulary: (Unit 5)</p> <ul style="list-style-type: none"> ● daily routines ● toiletry items ● clothing ● colors ● rooms in a house
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Formative Practice and Assessments:</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to a Italian speaker describe their daily routine and answer questions ● Listen to teacher narrate “Mr. Bean Gets Up Late for the Dentist” video and answer yes/no and either/or questions, work in groups to answer questions ● Compare and contrast the routine of an American and Italian teenager ● Use flashcards to practice vocabulary ● Quizlet Live game ● Play Flyswatter Game ● Watch videos on EdPuzzle and answer questions ● Play Loto game ● Listen to a daily routine being described and put events in correct order ● Act out commands for your partner to identify ● Hot Potato Game

	<ul style="list-style-type: none"> ● Look at advertisements for Italian toiletry items and answer questions <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Survey classmates on what they have to do at home and what they prefer ● Finding Differences activity with toiletry items ● Simulated conversations in pairs and groups about what you do to get ready in the morning and who does certain activities at your house ● Draw your bathroom and toiletry items then describe where everything is to your partner ● Interview a partner about what time they do various activities ● Interview a partner about what they did this morning and this night ● Talk a Mile a Minute w/ partner ● Find Someone Who Activity <p>Presentational:</p> <ul style="list-style-type: none"> ● Write a short description of your morning or evening routine ● Write a short description about what others are doing in pictures and/or videos ● Answer questions about what you did this morning to get ready ● Use Padlet/FlipGrid to show your daily routine ● Create an advertisement for a Italian toiletry item ● Write and illustrate a storyboard of your daily routine
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p> <p>Provide students with guided notes</p> <ul style="list-style-type: none"> ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists

	<ul style="list-style-type: none"> ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
Interdisciplinary Connections:	<ul style="list-style-type: none"> ● Health – hygiene habits ● Math – bar graphs/diagrams comparing when students get up, what toiletry brands are most popular, what chores are most common, etc... ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark ● English – sequencing writing words
<u>Career Ready Practices</u>	NJ Career Ready Practices CRP1 CRP 4
Technology Standards	NJ Standards 8.1.12.F.1

Italian 2

Le feste in famiglia

Updated:

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

This unit will prepare students to understand holidays and parties in the Italian culture. They will learn how to plan and prepare for a party along with how they are celebrated in Italy.

Enduring Understandings:

- Traditional festivities in other countries are celebrated differently than in the US.
- Parties in other countries and cities is often different than in the US.
- Planning a party requires significant planning and preparation.
- Learning about another country's holidays is an excellent way to learn about and experience other cultures.

Unit Learning Targets/ Goals/ Outcomes

What will students be able to do/communicate by the end of this unit, and in what context?

Performance Indicators:

Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)

<p><i>Interpretive, Interpersonal and Presentational</i> Can-Do Statements</p>	<p>I Can...</p> <ul style="list-style-type: none"> ● follow a simple conversation when individuals talk about their holidays and celebrations ● understand when someone talks about activities they enjoy at a party ● understand invitations for a celebration ● understand information I find on a party planning site and magazine ● understand the main idea and many details in a festival celebration ● make a reservation for a party at a venue or restaurant ● ask for information about a celebration ● can give directions to a party ● follow directions about how to plan a party ● describe what to do and see in party/celebration ● describe what to buy or where to eat at a party/celebration ● resolve a problem I encounter while planning a party ● describe what I do and see at a party ● express what I have to/able to/want to do for a party
<p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels:</i> K-12 6-12 9-12</p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><i>Novice Low/ Mid/ High.</i> <i>Intermediate Low/ Mid/ High</i> <i>Proficiency Benchmarks (ACTFL)</i></p>	<p>Performance Level: Intermediate Low</p> <p><u>Proficiency Benchmarks:</u></p>

<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening): Students will read and understand an Italian wedding invitation and watch a cartoon about a birthday party and identify key pieces.</p> <p>Interpersonal Task Overview (written or oral): Students will have a conversation with the teacher about an upcoming party. They will discuss what they can/want/have to do to prepare.</p> <p>Presentational Task Overview (written or oral): Students will present about an upcoming party or event in school and the steps needed to plan or prepare for it.</p>
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● Direct object pronouns ● indirect object pronouns ● Sapere/Conoscere = to know ● Dovere/Volere/Potere = to have to/to want/to be able to ● Interrogatives <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Celebrations ● Expressions for a celebration ● Chores ● Activities / things at a party
<p><u>Formative Practice and Assessments:</u></p>	<p>Interpretive:</p>

How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?

(activities, quizzes, bell ringers, games, exit tickets, etc.)

- Explore party planning sites and answer questions based on their content
 - Watch videos about holidays in Italy and answer questions
 - Listen to an Italian speaker introduce celebrations in Italy
 - Watch excerpts from the film “**Les Vacances de Petit Nicolas**” and answer comprehension and discussion questions
 - Use flashcards to practice vocabulary
 - Quizlet Live game
 - Watch videos on EdPuzzle and answer questions
 - Play Loto game
 - Listen to podcasts of people talking about Quebec and answer questions
 - Look at a party invitation and answer questions
 - Listen to a Italian speaker describe what they do for a party and answer questions
 - Listen to someone say what they do for a party and put the events in order
- Interpersonal:
- Simulated conversations in pairs and groups about who you are inviting, what time, where and when your party is
 - Design your ideal party then describe it to a partner
 - Interview classmates about their favorite holiday and why
 - Role play working in a hotel and ask and answer questions about booking a party
 - Role play working at a venue and ask and answer questions about what you need/want and have to do for your party
- Presentational:
- Talk about what you do for a party
 - Use Padlet/FlipGrid to talk about what you want/have to and able to do for your party
 - Use Padlet/FlipGrid to tell what know about your celebration
 - Create an invitation about your party

	<ul style="list-style-type: none"> • Write your friend an invitation including information about your party • Write a short email to a friend giving them all steps for planning a party • Create a storyboard explaining your party planning process
<u>Instructional Strategies and Resources:</u> <i>Possible modifications and accommodations</i>	https://www.bhprsd.org/Page/3193
Interdisciplinary Connections:	
<u>Career Ready Practices</u>	NJ Career Ready Practices CRP1 CRP3 CRP4 CRP6 CRP11 CRP12
Technology Standards	NJ Standards 8.1.12.F.1

Italian 2

La salute

Updated:

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s): In this unit the students will be introduced to the Italian healthcare system and Mediterranean diet. The student will compare and contrast their lifestyle to those of Italians. They will be able to identify body parts and any illness they may have. Students will learn how health and culture play a large part into lifestyle.

Enduring Understandings:

- A healthy lifestyle is reflective of the culture and food around you.
- Diets can vary from country to country.
- Going to the doctors is different due to the healthcare systems that are available in the country.

Unit Learning Targets/ Goals/ Outcomes

What will students be able to do/communicate by the end of this unit, and in what context?

Performance Indicators:

<p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do) I can...</p> <ul style="list-style-type: none"> ● discuss what is a healthy diet ● describe traditional mediteranian diet ● read a food pyramid ● compare eating habits ● compare life styles ● compare features and stature ● understand the Italian health system ● ask about each other's lifestyle ● talk about what I eat ● identify body parts ● talk about going to the doctors ● describe aliments to a doctor ● talk about a visit to a doctor's office ● ask the doctor for medicine ● describe an illness ● ask for an appointment at a doctor's office ● read a prescription
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.IL.A.1,7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.ILA.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4, 7.1.IL.C.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u> <u>Intermediate Low/ Mid/ High</u></p>	<p>Performance Level: Intermediate Low</p> <p><u>Proficiency Benchmarks:</u></p>

<p><u>Proficiency Benchmarks (ACTFL)</u></p>	
<p><u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening): Students will read and watch videos and articles that discusses health and lifestyle and respond to questions about it.</p> <p>Interpersonal Task Overview (written or oral): Students will take on the role of a patient meeting a doctor for the first time. He/She will answer the doctor's questions about their lifestyle and dietary habits.</p> <p>Presentational Task Overview (written or oral): Students will compare and contrast typical American and Mediterranean diets. They will talk about which is best and why.</p>
<p><u>Language Structure, Vocabulary:</u> <i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● comparative (regular and irregular) ● superlative (regular and irregular) ● adjectives ● di + article ● essere= to be ● avere = to have ● sentirsi <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● body parts ● doctor's visit ● food for different meals

<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Read and discuss the Italian mediterranean diet ● Explore, analyse and discuss the Food Pyramid ● Compare and contrast food and meal choices of the Italians/Americans ● Use flashcards to practice vocabulary ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Play Loto game with food vocabulary <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about their food preference, where they like to eat and what they generally eat at meals ● Survey their classmates about their eating habits and discuss with their groups ● Plan a meal plan with their partners for a healthy lifestyle ● Role play the doctor's office ● Role play being a patient and how you feel ● Have a conversation discussing favorite meal you have ever had ● Describe your favorite meal while your partner listens and illustrates <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about what they eat and do not eat and at which meal ● Use Padlet/FlipGrid to do discuss their food preferences ● Create a video or performance of a healthy recipe ● Write a shopping list including what stores they need to purchase when ill

	<ul style="list-style-type: none"> • Write an email to a Italian exchange student who is coming to visit, asking about their food preferences and any dietary restrictions • Create a medicine in groups and present to the class what benefits it has
<u>Instructional Strategies and Resources:</u> <i>Possible modifications and accommodations</i>	https://www.bhprsd.org/Page/3193
Interdisciplinary Connections:	<ul style="list-style-type: none"> • Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark • FACS- food, preparing a recipe, reading and understanding a recipe • Science - food waste, food pyramid and the environment
<u>Career Ready Practices</u>	NJ Career Ready Practices CRP 1 CRP 3 CRP 12
Technology Standards	NJ Standards 8.1.12.F.1

Italian 2

La vacanza

Updated:

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s): This unit will prepare students for travel during the summer. They will learn how to read travel schedules, pack appropriately for a trip, choose and book a hotel room, and navigate their trip. Students will understand the Italian summer vacation of Ferragosto.

Enduring Understandings:

- Traditional festivities in other countries are celebrated differently than in the US.
- Public transportation in other countries and cities is often more reliable and available than in the US.
- Taking a trip requires significant planning and preparation.
- An area's climate can affect how its inhabitants live and the activities they enjoy.
- Traveling to another country is an excellent way to learn about and experience other cultures.

<p>Unit Learning Targets/ Goals/ Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do) I Can...</p> <ul style="list-style-type: none"> ● follow a simple conversation when individuals talk about their vacations ● understand when someone talks about activities they enjoy doing on vacation ● find and use tourist information from city guides ● understand signs with travel information ● understand information I find on an internet travel site and travel magazine ● understand the main idea and many details in a travel show or audio tour ● make a reservation for a hotel, restaurant, or tour ● ask for information while traveling ● can give directions to a place someone would like to visit ● follow directions to someplace I would like to visit ● describe what to do and see in an Italian city ● describe what to buy or where to eat in an Italian city ● resolve a problem I encounter while traveling ● describe what I will do/ see/ buy/ eat / visit on an upcoming trip ● compare two places ● express my opinion about where to travel and what to do there
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> <i>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></i></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High,</u> <u>Intermediate Low/ Mid/ High</u> <u>Proficiency Benchmarks (ACTFL)</u></p>	<p>Performance Level: Intermediate Mid</p> <p><u>Proficiency Benchmarks:</u></p>

<p>Performance Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p>Authentic Resource (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening): Students will read a travel brochure and answer questions about a tour company and a specific trip to Italy.</p> <p>Interpersonal Task Overview (written or oral): Students will respond to an unfamiliar prompt from an exchange student asking about what they will do this summer.</p> <p>Presentational Task Overview (written or oral): Students will research and present about a vacation they want to take to Italy in the future.</p>
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar:</p> <ul style="list-style-type: none"> ● futuro ● the verb vedere (= to see) ● the verb partire (= to leave) ● the verb uscire (= to go out) ● the verb dormire (= to sleep) ● geographical prepositions ● ordinal numbers <p>Vocabulary: (Unité 2, Unité 8 Leçon 29C)</p> <ul style="list-style-type: none"> ● airport vocabulary ● hotel vocabulary ● Ferragosto ● Italian tourist sites ● weather/seasons ● geography terms (river, mountain, city, country, etc)

Formative Practice and Assessments:

How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?

(activities, quizzes, bell ringers, games, exit tickets, etc.)

Interpretive:

- Explore Italian tourist sites and answer questions based on their content
- Watch videos about Ferragosto in Italy and answer questions
- Listen to a Italian speaker introduce Italian cities and the places in it
- Compare and contrast an Italian city and an American city
- Watch excerpts from the film “**Roman Holiday**” and answer comprehension and discussion questions
- Use flashcards to practice vocabulary
- Quizlet Live game
- Watch videos on EdPuzzle and answer questions
- Play Loto game
- Listen to podcasts of people talking about Italian vacations and answer questions
- Look at a map, read directions, and answer questions about where you are in Italy
- Listen to a Italian speaker describe where they will go and what they will do on vacation and answer questions
- Listen to someone say what they will do over the weekend and put the events in order

Interpersonal:

- Simulated conversations in pairs and groups about where you will go, what will you do, what you will wear, and your opinion about your trip
- Design your ideal vacation then describe it to a partner
- Interview classmates about what will be their favorite trips and why
- Role play working in a hotel and ask and answer questions about booking a room
- Role play working at a travel agency and ask and answer questions about what people like to do on their travels
- Interview your classmates about what they will do over the weekend

	<p>Presentational:</p> <ul style="list-style-type: none"> ● Talk about what you will do on a trip ● Use Padlet/FlipGrid to talk about what you like to do on vacation ● Use Padlet/FlipGrid to tell what you did today and will do tomorrow night ● Create a brochure about Ferragosto ● Write a short email to a friend giving them all your travel information for a trip ● Create a storyboard explaining something you want to happen in the future
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Social Studies and Geography – map reading ● Social Studies/ Sociology - exploring and comparing another culture ● Math – prices, currency exchange ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark ● English – outlining, organizing, and writing a response to an email
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices</p> <p>CRP 1 CRP 4 CRP 5 CRP 7 CRP 11 CRP 12</p>
<p>Technology Standards</p>	<p>NJ Standards</p> <p>8.2.12.D.1</p>