

Department of World Languages

ITALIAN 1

Course Content and Standards (NJSLA 2014):

Unit 1: Chi sono io?

Vocabulary: (7.1.NM.A.1, A.2, A.3, A.4, A.5, B.2, B.3, B.4, B.5)

- Introductions
- How you are feeling
- Weather and seasons
- Day, month and date
- Numbers 1-100
- Classroom commands

Grammar: (7.1.NM.A.4, A.5, C.1, C.3)

- the verb essere (to be)
- the verb avere (to have) and age (avere... anni)
- Subject pronouns io, tu, lui, lei

Culture: (7.1.NM. C.1, C.3)

- Italian greeting practices
- Italian calendar
- Italian culture and geography

Unit 2: La scuola

Vocabulary: (7.1.NM.A.1, A.2, A.3, A.4, A.5, B.2, B.3, B.4, B.5)

- Classroom supplies
- School subjects
- Adjectives
- Preferences

Grammar: (7.1.NM.A.4, A.5, B.4, C.1, C.3)

- Regular -ARE verbs
- the verb essere (to be) with c'è and ci sono
- Negatives
- the verb avere (to have) with needs and wants
- Indefinite articles

Culture: (7.1.NM.A.1, A.3, A.5, C.1)

- Italian school system

Unit 3: La città'

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

- Places and events around town
- Things to purchase around town
- Direction words
- Modes of transportation
- Pricing and cost
- Offering, accepting, and declining invitations

Grammar: (7.1.NH.A.4, A.5, A.7, A.8, C.1, C.2)

- -ARE regular verbs
- the verb andare (= to go)
- the verb venire (= to come from)
- the verb fare (= to do) in terms of weather
- Definite article

Culture: (7.1.NH.A.1, A.3, B.3)

- Structures of Italian towns and cities
- Maps of Italian cities

Unit 4: La famiglia

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

- Family members and relationships
- Physical and personality descriptions
- Sports, activities and hobbies

Grammar: (7.1.NH.A.4, A.5, A.8, C.1, C.3)

- the verb essere (= to be)
- Adjectives and adjective agreement
- Prepositions
- Possessive Adjectives

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

- Family structures

Course Pacing:

- Marking Period 1: Unit 1 Novice-Mid
- Marking Period 2: Unit 2 Novice-Mid
- Marking Period 3: Unit 3 Novice-High
- Marking Period 4: Unit 4 Novice-High

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 Novice High 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-Mid (Units 1-2) and Novice-High (Units 3-4) Level Learner:

- Novice Mid: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- 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.

Communication Strands:

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

Novice-Mid**Interpretive Mode**

- 7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 - Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 - Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode

- 7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational Mode

- 7.1.NM.C.1 - Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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.

Italian 1 Unit 1

Chi sono io?

Updated: July 2019

[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): The first unit of the year is centered on acquiring a basic knowledge of Italian culture and geography and primary survival phrases in the target language. Students are introduced to proper greetings and goodbyes in the target language, as well as cultural practices for greetings. Students use the target language to exchange information with their peers and adults.

Enduring Understandings:

- Cultural greeting practices play an important role in meeting someone for the first time.
- It is important to use context clues when attempting to aurally and visually interpret the target language.
- Calendars reflect one's culture and a people's cultural perspective.
- Knowledge of Italy's geography and surrounding seas play an important role in its global influence.

<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"> ...greet someone. ...introduce myself. ...ask “What is your name?” ...ask “How are you?” ...tell how I am feeling. ...tell where I am from. ...ask “Where are you from?” ...ask someone about their age. ...tell someone my age. ...ask someone about their telephone number. ...tell someone about my telephone number. ...ask someone about their address. ...tell someone about my address. ...ask someone what the date is. ...someone what day / month it is? ...tell someone what the day / month is. ...tell someone the date. ...ask “What is today’s date?” ...ask “When is your birthday?” ...tell when my birthday is. ...count from 0-10. ...count from 20-100. ...add, subtract, multiply, and divide numbers 0-100 ...say “Please”, “Thank you”, and “You’re welcome” ...say what season it is and what the weather is like. ...respond to oral and written classroom phrases ...identify basic Italian geography and history with a map
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> <i>Grade levels: K-12 6-12 9-12</i></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.NM.A.1, 7.1.NMA.2, 7.1.NMA.3, 7.1.NMA.4, 7.1.NMA.5</p>

	<p>Interpersonal: 7.1.NMB.2, 7.1.NMB.3, 7.1.NMB.4, 7.1.NMB.5</p> <p>Presentation: 7.1.NM.C.1, 7.1.NMC.3</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p> <p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p>Performance Level: Novice Mid</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:</p> <ul style="list-style-type: none"> ● Read and answer questions about an Italian student ● Answer questions based on Italian identity card and passport information <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In a conversation with their teacher, students will answer questions in order to introduce themselves, say where they are from, say their age, talk about the date, say their phone number, their address <p>Presentation Task Overview:</p> <ul style="list-style-type: none"> ● Create a multi-media rich digital presentation to introduce themselves, say where they are from, say their age, talk about the date, say their phone number and address

<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"> ● saying the date ● the verb avere = to have, age = avere ____ anni ● the verb essere = to be ● subject pronouns (io, tu, lui, lei) ● use of dictionary and wordreference.com <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● greetings ● describing how you are feeling ● numbers ● people (girl, boy, teacher) ● telling names ● classroom commands ● days, months and the date ● seasons
<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"> ● Listen to a Italian speaker introduce themselves, say how they are feeling and answer questions about the content ● Compare and contrast an Italian calendar ● Read a letter where a student describes themselves ● Use flashcards to practice numbers ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Agenda activity finding and stating important dates

	<p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about personal information ● Find Someone Who Activity (birthday) ● Business card Activity: conversations asking and answering how you are feeling formally and informally ● Go fish numbers activity <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about yourself ● Use Padlet/FlipGrid introducing yourself and saying where you are from and how old you are ● Create a video showing your new friend in class ● Write a short email to a penpal introducing yourself ● Complete Venn Diagram comparing Italian and American calendars <p>Template adapted from: Ohio Department of Education, December 2016 (rev.)</p>
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p> <ul style="list-style-type: none"> ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Social Studies and Geography – Maps of Italy (historical facts, figures), Europe, and the world ● Math – Numbers 1-100, solving basic addition, subtraction, multiplication and division problems ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Gimkit, Kahoot! ● English – Parts of speech, irregular verbs, regular verbs, prepositions, context and text organization, use of dictionary ● Science - seasons
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices</p> <p>CRP 1</p>

	CRP 2 CRP 4 CRP 11 CRP 12
Technology Standards	NJ Standards 8.1.12.A.1 8.1.12.A.2

Course Title
Italian 1

Unit Title
La scuola

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 compare and contrast a typical American school day with one in the target culture. By the end of the unit, students will be able to interpret authentic documents related to school, needs and likes. They will be able to talk with their friends about their school day and present information about school.

Enduring Understandings:

- School days in the USA are often very different from those in other countries, both in the number and types of courses studied, but also in the days and hours that school is open and how students go to and from school.
- Perspectives about going to school can be very different in other countries.

<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)</p> <p>I Can...</p> <ul style="list-style-type: none"> ...say which classes I am taking. ...ask what classes someone is taking. ...say what school supplies I need or have. ...say what period I have a specific class. ...ask who your favorite teacher is. ...tell who my favorite teacher is and why. ...ask "What is your favorite class?" ...tell you about my favorite class and why. ...tell you who my teachers are and what classes they teach. ...describe my classes as difficult or easy. ...tell what time school or a class starts and ends. ...use simple sentences to tell about school in Italy ...describe how I am feeling ...ask how others are feeling ...describe what I do in my classes ...state what other students are doing in my classes ...state what time they are taking class
<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.NM.A.1, 7.1.NMA.2, 7.1.NMA.3, 7.1.NMA.4, 7.1.NMA.5</p> <p>Interpersonal: 7.1.NMB.2, 7.1.NMB.3, 7.1.NMB.4, 7.1.NMB.5</p> <p>Presentational: 7.1.NM.C.1, 7.1.NMC.3</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p>	<p>Performance Level: Novice Mid</p>

<p><u>Novice Low/ Mid/ High,</u> <u>Intermediate Low/ Mid/ High</u> <u>Proficiency Benchmarks (ACTFL)</u></p>	<p><u>Proficiency Benchmarks:</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>*<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:</p> <ul style="list-style-type: none"> ● Read and answer questions about a Italian school schedule ● Answer questions based on a student’s description of their school schedule <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In a conversation with their teacher, students will answer questions in order to describe what they need for school, what is in their backpack, and describe their school schedule. <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Create a multi-media rich digital presentation to describe what they need for school,what is in their backpack, and describe their school schedule.
<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"> ● -ARE Verbs ● the verb essere = to be (c’e’ and ci sono) ● expressions with avere = to have (need, want) ● indefinite articles ● adjectives ● use of dictionary and wordreference.com ● Likes & dislikes <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● classroom supplies ● school schedule ● simple adjectives

<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"> ● Listen to a Italian speaker talk about schooling and answer questions about the content ● Compare and contrast an authentic Italian class schedule ● Read a letter where a student describes their schedule and fill out a blank schedule ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Watch authentic Italian video clips and answer questions related to school <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about school schedule ● Find Someone Who Activity ● Finding Differences Locker Activity <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about your school schedule ● Create a video showing what objects you have in your pencil case or backpack ● Write your parents a letter saying what you need for the school year ● Write a short email to a penpal describing your school and schedule ● Complete Venn Diagram comparing Italian and American schools
<p><u>Instructional Strategies and Resources:</u></p>	<p>https://www.bhprsd.org/Page/3193</p>

<i>Possible modifications and accommodations</i>	
Interdisciplinary Connections:	<ul style="list-style-type: none"> ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot! ● English – Parts of speech, irregular verbs, regular verbs, prepositions, context and text organization, use of dictionary
<u>Career Ready Practices</u>	NJ Career Ready Practices CPR 1 CPR 4 CPR 12
Technology Standards	NJ Standards 8.2.12.D.4

Course Title
Italian 1

Unit Title
La Citta'

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 enable the students to talk about the town where they live and to compare it to towns in Italian speaking countries. Students will be able to ask about and understand basic directions and types of transportation and find where to shop for specific items and discuss the cost of various items.

Enduring Understandings:

- Analyzing what I already know about my town and country helps me better understand target culture towns and countries.
- When reading, looking at pictures, charts, titles and other visual cues will help me to better understand the differences and similarities between my town and a target culture town.
- Where we live reflects our culture and practices.
- Navigation is a crucial skill when visiting an unfamiliar place.
- Using appropriate cultural practices in another country will ensure positive interactions with people from that culture.

<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"> ● ask someone about their city ● describe my city ● ask someone for their address ● give my address ● identify at least 5 different places in or around my town ● ask for and understand directions around the city ● read a map ● give directions to specific places ● describe where things are in relation to each other ● tell where I am going ● ask someone where they are going ● say where I am coming from ● ask someone where they are coming from ● describe how I get places ● ask for and give the cost of items ● describe what is sold in various places around town ● explain what I am choosing to buy in various places and why
<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.NH.A.1, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.7, 7.1.NH.A.8</p> <p>Interpersonal: 7.1.NH.B.2, 7.1.NHB.3, 7.1.NHB.4, 7.1.NHB.5</p> <p>Presentational: 7.1.NH.C.1, 7.1.NH.C.2</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p>	<p>Performance Level: Novice High</p>

<p><u>Novice Low/ Mid/ High,</u> <u>Intermediate Low/ Mid/ High</u> <u>Proficiency Benchmarks (ACTFL)</u></p>	<p><u>Proficiency Benchmarks:</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>*<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:</p> <ul style="list-style-type: none"> • Watch a video and answer questions about a person describing their city. <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about their city, i.e., what type of stores are in their city, what they can buy there, and how to get to those stores from their respective high school. <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Students will present on an Italian city. They will talk about what is in the city, the streets they can find it on, what they can buy at certain locations. the type of transportation and typical weather in that city.

<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"> ● andare (= to go) ● venire (= to come from) ● fare + weather ● compare, pagare, costare ● gender and number ● definite articles <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● places around town ● direction words ● weather expressions ● modes of transportation
<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"> ● Listen to a Italian speaker introduce their town and the places in it ● Compare and contrast the layout of an American and Italian town ● Use flashcards to practice vocabulary ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Listen to podcasts of people asking for directions and answer questions ● Look at a map, read directions, and answer questions about where you are ● Read a description of someone's town and match with appropriate pictures <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about where you live ● Give directions to a blindfolded partner to help them around the room ● Design your ideal town then describe to a partner where different places are

	<p>Presentational:</p> <ul style="list-style-type: none"> • Answer questions about what your town • Use Padlet/FlipGrid to do a virtual tour of your town • Create an advertisement for an event in town • Write directions for a friend who is exploring your town on their own • Create a flyer for a place in a city
<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 • Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark • English – outlining, organizing, and writing a letter
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices</p> <p>CRP 2 CRP 5 CRP 11 CRP 12</p>
<p>Technology Standards</p>	<p>NJ Standards</p> <p>8.1.12.C.1</p>

Course Title
Italian 1

Unit Title
La 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:

In this unit, students will describe family members express their preferences(likes / dislikes). Additionally, students will share information about their family members, describe them, and ask about other people's families.

Enduring Understandings:

- Family is an ever-changing component of a student's life.
- The term "family" can encompass a variety of people and have different meanings for different people.

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> <u>Can-Do Statements</u></p>	<p>I Can...</p> <ul style="list-style-type: none"> ● point out members of my family ● describe how someone is related to me ● understand what people say in a short conversation about their family members ● understand basic descriptions of family members ● understand personal emails, notes, and short text about family ● ask and answer questions about family members' appearance and personality ● ask and answer questions about what family members like to do and why ● describe my family members, including ages, personalities, likes, and physical descriptions ● talk about what my family and I do together ● tell where and with whom I live ● describe a family using photographs, and other visual cues ● understand when people describe where they live ● share information about where I live ● describe what I like to do and what my family likes to do
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> <i>Grade levels:</i> <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.7</p> <p>Interpersonal: 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5</p> <p>Presentational: 7.1.NH.C.1, 7.1.NHC.3, 7.1.NHC.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: Novice High</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:</p> <ul style="list-style-type: none"> ● Listen to students talk about their families, read about Italian and American families and interpret a infographic about Italian families and spending habits. <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about their family members regarding their personality, physical descriptions and what they do and don't like to do. <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Write a description about themselves and a family member including name, age, birthday, physical description, personality, and what they like to do.
<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"> ● prepositions ● essere (= to be) ● adjectives and adjective agreement ● possessive adjectives ● likes/dislikes and preferences <p>Vocabulary:</p> <ul style="list-style-type: none"> ● family members ● relationships ● physical and personality descriptions ● leisure activities

<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"> ● Listen to a Italian speaker describe their family and home and answer questions about the content ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Watch authentic Italian movie and answer questions related to family ● Study a French family tree and answer questions related to it. <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about family ● Info gap activity describing people ● Interview classmates about their family and complete a chart ● Play “Guess Who?” game <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about your family ● Write a short email to a penpal describing your family ● Complete Venn Diagram comparing Italian and American families ● Create a “Wanted” poster using adjectives to describe the suspect
<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"> ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot! ● English – Students will learn parts of speech, irregular verbs, regular verbs, possessive adjectives.

Career Ready Practices	NJ Career Ready Practices CRP 1 CRP 4 CRP 6
Technology Standards	NJ Standards 8.1.5.D.2