

Italian 1 SYLLABUS

Course Content and Timeline

A. Perché l'italiano?

- Greet people appropriately based on formality and time of day, including gestures appropriate to the culture. (7.1.NH.A.3; B.3)
- Say good-bye to people based on formality and time of day. (7.1.NH.A.3; B.3)
- Express yourself politely depending on the audience. (7.1.NH.B.4)
- Identify and use numbers from 0 to 100 to express a variety of information. (7.1.NH.A.1; B.4)
- Identify and use the days of the week and the months of the year in order to relay information.(7.1.NH.A.1; B.4)
- Express needs in the Italian classroom specific to teacher and students.(7.1.NH.B.4)
- Find out and give specific dates. (7.1.NH.B.4; B.3)
- Tell and ask for specific months when events occur. (7.1.NH.B.3; B.4)
- Discuss the days of the week and holidays. (7.1.NH.A.1; A.4)
- Identify the country of Italy and principal cities on a map. (7.1.NH.A.6; C.4)
- Recognize various currencies of the European Union and Italy. (7.1.NH.A.4)
- Recognize and apply the unique phonetic sounds of the Italian alphabet. (7.1.NH.A.4; B.3)

B. Le città italiane

- Identify and create an Italian city including places, transportation and directions with simple prepositions. (7.1.NH.A.1; A.4; B.1)
- Ask for and tell information about cities including street names. (7.1.NH.A.1; A.4; B.1)
- Recognize nouns based on number and gender. (7.1.NH.A.1; A.4)
Apply indefinite article rule for placement in front of nouns utilizing correct gender and number agreement. (7.1.NH.A.1; A.4)
- Express “good” with the forms of “buono” with singular nouns.(7.1.NH.A.1; A.4)
- Use correct subject pronouns with corresponding forms of the irregular verb “avere”. (7.1.NH.A.1; A.2; A.5)
- Use the irregular verb “avere” in its conjugated forms. (7.1.NH.A.1; A.2; A.5)
- Compare and contrast the concept of cities between the United States and Italy. (7.1.NH.A.3)
- Express feelings and physical sensations about themselves and others. (7.1.NH.A.1; A.4; B.4)

C. Come sei?

- Identify adjectives to describe people and things. (7.1.NH.A.1; A.4; B.1)
- Apply adjective agreement in order for nouns to agree with adjectives, nationalities and colors. (7.1.NH.A.1; A.4)
- Identify adjectives with their opposites. (7.1.NH.A.1; A.4)
- Ask for and tell information about other people. (7.1.NH.A.1; A.4; B.1)
- Identify nationalities throughout the world. (7.1.NH.A.1; A.4; A.6)
- Apply definite article rule for placement in front of nouns utilizing correct gender and number agreement. (7.1.NH.A.1; A.4)
- Apply rules for placement of “bello” in front of nouns utilizing correct gender and number agreement. (7.1.NH.A.1; A.4)
- Use the irregular verb “essere” in its conjugated forms. (7.1.NH.A.1; A.2; A.5)

- Use correct subject pronouns with corresponding forms of the irregular verb “essere”. (7.1.NH.A.1; A.2; A.5)
- Recognize symbols, traditions and towns in La Sicilia. (7.1.NH.A.1,2; C.2,3,5)
- Compare and contrast symbols and colors of Italian and American flag. (7.1.NH.A.1,2; C.2,3,5)
- Apply rules for stressed and unstressed plural nouns. (7.1.NH.A.1; A.4)

D. La vita dello studente/della studentessa

- Name the school subjects on their schedule. (7.1.NH.A.1; A.4)
- Tell what various classes that take place at school and university. (7.1.NH.A.1; A.3; A.4)
- Describe school subjects and their level of difficulty. (7.1.NH.A.1; A.4)
- Identify family members and relationships. (7.1.NH.A.1; A.4)
- Identify an –are verb and be able to conjugate it for the different pronouns to make sentences about the topics discussed in this chapter. (7.1 NH. A.3 A.5; B.4)
- Use irregular verbs “dare, stare, andare and fare” with expressions to indicate weather and means of transportation. (7.1.NH.A.1, B5)
- Use possessive adjectives to tell who or what possesses something with nouns and family members. (7.1.NH.B.4)
- Apply demonstrative words to indicate people, places or things based on number and gender. (7.1.NH.A.1, B5)
- Identify L’Umbria on a map and its contributions to schooling, music and religious traditions. (7.1.NH.A.1,2; C.2,3,5)
- Compare and contrast school systems and degrees in Italy and in the United States. (7.1 NH. A.3 A.4; A.5)

E. Gli sport e passatempo dopo scuola

- Describe what you do and prefer to do after-school and in your free time. (7.1 NH. A.1; A.3; A.4)
- Discuss the role of soccer and it’s tifosi in Italy. (7.1.NH.A.4; B.5)
- Identify sports and activities with certain seasons and weather. (7.1.NH.A.1; A.4)
- Conjugate and use regular –ere verbs in Italian. (7.1.NH.B.3; B.4; B.5)
- Conjugate and use regular –ire verbs and –isc verbs in Italian. (7.1.NH.B.3; B.4; B.5)
- Describe wants, needs and abilities with irregular verbs “dovere, volere and potere”. (7.1.NH.A1,C.5)
- Use irregular verbs “dire, uscire and venire” with appropriate subject pronouns. (7.1.NH.A1,C.5)
- Apply rules of noun agreement with direct-object pronouns to indicate recipient of actions. (7.1.NH.A1,C.5)
- Ask and tell time with time expressions according to time of the day. (7.1.NH.A.1; B.4)
- Tell and ask for specific times when events occur. (7.1.NH.B.3; B.4)
- Identify and understand regions of La Valle d’Aosta and il Trentino- Alto Adige in comparison to winter activities and typography. (7.1 NH. A.3 A.4; A.5.)
- Compare and contrast school and after-school activities in Italy and in the United States. (7.1 NH. A.3 A.4; A.5.)

Course Expectations and Skills

1. Maintain a notebook.
2. Apply vocabulary and grammar to reading, writing and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present tense.
4. Create a variety of chapter-based projects including those which require the use of technology
5. Develop a cross-cultural awareness through exposure to cultural practices.

Resources

Text Books: *Prego 8th edition*

Supplemental Materials: Writing, Audio & Video Activities

Grading Scale

Category	College Prep (Regular)
Classwork	20%
Homework	20%
Minor Assessments	25%
Major Assessments	35%

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Italian 1

Course Number: 52100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 1- Unit 1- Perchè l'italiano?</p>	<p>Unit Summary: In the Preliminary Unit, students will begin their study by communicating immediately in Italian. They will learn the Italian alphabet and Italian phonetics. They will learn to greet one another, say good-bye, use courteous expressions, apply common expressions to use in the classroom along with classroom items, count to 100, identify days of the week and months of the year, ask and give personal information. Students will also use maps to discover the location of the Italy and identify principal cities and regions. Students will also gain an understanding of the impact of the Italian culture on the United States, i.e. language, food, music, customs, and holidays.</p>
<p>Grade Level(s): 9</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - Why is it important to learn another language? - What is my motivation to learn another language? - How might learning another language open “doors of opportunity?” - How is the Italian alphabet similar and different to the English alphabet? - How do I greet people in Italian? - How do I say goodbye in Italian? - How do I speak politely using please and thank you? - How do I use Italian to communicate in the classroom? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - The Italian language and culture has influenced the world around them. - To communicate and describe themselves. (ie. Name, where they are from, what they do, phone number and age) - Utilize the use of formal and informal speech along with titles. - Use Italian to obtain everyday information in the classroom. - Pronounce and apply sounds of the Italian alphabet and understand language by using parole silmili (cognates). - Count and use numbers for age, phone number, currency and days of the month. - The Italian calendar is similar and different from the American calendar. - The Roman calendar has influenced the calendar we use today. - The diversity and unique the country of Italy is with geography and culture.

- How do I count from 0 to 100 in Italian?
- How do I ask about and tell days of the week, birthdays, and specific dates and holidays?
- How does Italy compare to the United States with cities and typography?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Greet people appropriately based on formality and time of day: including gestures appropriate to the culture.	1. 7.1.NH.A.3;B.3
2. Say good-bye to people based on formality and time of day.	2. 7.1.NH.A.3; B3
3. Express yourself politely depending on the audience.	3. 7.1.NH.B.4
4. Identify and use numbers from 0 to 100 to express a variety of information.	4. 7.1.NH.A.1; B4
5. Identify and use the days of the week and the months of the year in order to relay information.	5. 7.1.NH.A.1; B4
6. Find out and give specific dates.	6. 7.1.NH.B.4; B3
7. Tell and ask for specific times when events occur.	7. 7.1.NH.A.1; B4
8. Identify Italy and principal cities on a map.	8. 7.1.NH.A.6; C.4
9. Recognize currencies of Italy.	9. 7.1.NH.A.4
10. Recognize and apply the unique phonetic sounds of the Italian alphabet.	10. 7.1.NH.A.4; B.3
11. Express needs in the Italian classroom specific to teacher and students.	11. 7.1.NH.B.4

Inter-Disciplinary Connections:

Social Studies: Analyze blank political maps of Italy.

Technology: Use the following websites: *Prego* 8 Instructor Edition, You Tube (Sciolingua), googleearth.com; google images: cultural snapshots.

Arts: Listen to various pop and traditional music and videos via youtube.com/CD's.

Math: Counting; solving math problems to practice numbers.

Students will engage with the following text:

- *Prego! Textbook* (McGraw Hill)
- *Prego! Workbook* (McGraw Hill)
- *Prego! Lab Manual* (McGraw Hill)
- *Prego! Instructional Videos* (McGraw Hill)
- *Italianissimo*- Reading (in English) on “I patroni e il giorno dell’onomastico” and “I titoli onorifici”.
- *Quizlet.com* to review vocabulary and grammar.

Students will write:

- Open-ended questions to give and find out basic information (name, age, birthday, date).
- Fill in the blank questions on information about the calendar, telling time, descriptions of people.
- Labeling pictures of people, calendars and classroom objects.
- Dialogs introducing him or herself to others.
- Passport information to communicate about themselves with personal information.
- Pen Pal letters to Italian language learners.
- Paragraphs (in English about cultural topics such as highlights of Italy and points of interest).
- Cornell Notes (geography and capital of Italy and culture and points of interest throughout the country).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.
- Guided Cornell Notes with fill-in the blanks along with guiding questions.

Modifications/Accommodations for gifted and talented learners:

- Students can create original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme.
- Students will be given additional listening comprehension tasks.
- Students will retell a story or experience from other content areas in the target language.
- - Students will write editorials, letters, etc., to target language newspapers in the United States.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Power Point presentations for vocabulary introduction/pronunciation/review.
- Power Point presentations for grammar introduction/practice.
- Authentic videos for grammar, vocabulary, and cultural information showing parts of Italy for cultural comparisons.
- Venn Diagrams (compare and contrast cultures and lifestyles between U.S. and Italy).
- Information Gap activities (vocabulary).
- Graphic Organizers (geography, culture of Italy).
- Classroom Scavenger Hunt with labels (vocabulary and classroom phrases)
- Visual aids (calendars, dry erase boards, LCD projectors).
- Hands-on activities (Smart Board games, activities, Book bag activity).
- Listening activities (CD, Power Point presentations, music CD's, teacher-lead choral response, Audio Workbook).
- Student-centered activities (think, pair, share, jigsaw readings, stations, group work with student roles, scavenger hunts, verb dice game, verb board game, web quests on culture topics)
- Cornell Note-taking (Power Points, teacher lecture, ebook maps, textbook readings).
- Guided short writing activities (from textbook, Power Point notes).
- Practice Workbook activities (vocabulary, grammar, culture).

Modifications/Accommodations for struggling learners:

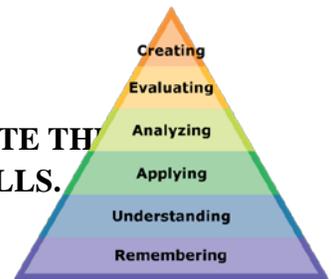
- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Students will research and discuss cultural issues/perspectives in more depth.
- Students will answer and pose questions that involve inference and focus on complex cross-curricular themes or global problems.
- Students will explain reasons for taking a certain position or making a specific decision both orally and in writing.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quiz 1: Greetings, distinguishing difference between formal and informal conversation, expressions of politeness and titles.

Quiz 2: In class phrases for teachers and students and identifying objects in a classroom.

Quiz 3: Alphabet sounds and spelling.

Quiz 4: Numbers from 0 to 100, phone numbers, addresses and currency.

- Homework to practice calendar, greetings, good - byes, numbers
- Class discussions/oral participation to locate Italy, its capital and regions on a map.
- Notebook Checks/vocabulary sheets on dates, introductions, farewells, and numbers to 100.
- Classwork on a variety of geographical facts on Italy, calendar, numbers to 100, greetings, farewells.

Accommodations/Modifications:

Modifications/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Quizzes and tests - less questions, more time, remove ambiguous choices in multiple choice, avoid true and false.
- Clarify directions, check for understanding, have student reiterate the directions.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Modifications/Accommodations for gifted and talented learners:

- Well - articulated assignments that require higher cognitive processing, in - depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

Summative Assessments:

- Objective Benchmark on vocabulary, expressions, alphabet, numbers and geography of Italy.
- Reading, writing and listening benchmark dealing with personal information and every day conversations.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications/Accommodations for struggling learners:

- Provide study guide with highlighted or underlined key information.
- Provide word bank, decrease number of questions, read directions, model responses, larger font, and more white space; provide opportunity to finish at another time.

Modifications/Accommodations for gifted and talented learners:

- Tests and quizzes should emphasize higher - level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Calendar project dealing with birthday month and Italian holidays or feast days.
- Interragativo: Oral assessment (Test) of student's ability to communicate with memorized phrases.
- Role-plays to introduce themselves to each other.
- Dialogs in real-life situations on greetings, farewells, birthdays, phone numbers and addresses.
- Oral participation as a grade in class.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications/Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions, and give directions for one section of the project at a time.

Modifications/Accommodations for gifted and talented learners:

- Give assignments involving more sophisticated computer research and reporting in the target language.
- Give handouts, information for web searches, etc., in the target language.
- Expect them to process a greater volume of any given print material; and give them option of independent world language projects of choice.

Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Italian 1

Course Number: 52100

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 1- Le città italiane</p>	<p>Unit Summary: In this unit, students will explore a typical Italian city, means of transportation and directions with simple prepositions. They will identify larger Italian cities and explore their cultures and traditions. Students will understand the basis of a romance language such as Italian with identifying gender and number in nouns. They will be able to express nouns with indefinite articles and <i>buono</i> (good) to indicate objects within a city. Students will be about to express themselves and talk about others using <i>avere</i> (to have) to indicate feelings or physical sensations.</p>
<p>Grade Level(s): 9</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - How does an Italian city look and differ from those in the United States? - How can I give and understand directions in Italian? - How is transportation used in Italy? - How does number and gender in nouns look in Italian? - How do indefinite articles help me to describe singular nouns? - How can I express that an object is “good” in Italian? - How do Italian cities maintain and explore their culture and characteristics? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - The function and culture of an Italian city. - The customs, traditions and history connect with various Italian cities. - There are places within a city with directions and ways to get there through means of transportation. - Italian nouns identify with gender and number. - There are rules dealing with number and gender that apply with indefinite articles and uses of <i>buono</i>. - There are different uses for Italian subject pronouns. - There are irregular forms of <i>avere</i> communicate, “to have”. - That idiomatic expression conveys feelings and physical sensations.

- How can I express “to have” in Italian?
- How do expressions in *avere* help me to communicate my needs?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Identify and create an Italian city including places, transportation and directions with simple prepositions.	1. 7.1.NH.A.1; A.4; B.1
2. Ask for and tell information about cities.	2. 7.1.NH.A.1; A.4; B.1
3. Recognize nouns based on number and gender.	3. 7.1.NH.A.1; A.4
4. Apply indefinite article rule for placement in front of nouns utilizing correct gender and number agreement.	4. 7.1.NH.A.1; A.4
5. Express “good” with the forms of “buono” with singular nouns.	5. 7.1.NH.A.1; A.4
6. Use correct subject pronouns with corresponding forms of the irregular verb “avere”.	6. 7.1.NH.A.1; A.2; A.5
7. Use the irregular verb “avere” in its conjugated forms.	7. 7.1.NH.A.1; A.2; A.5
8. Compare and contrast the concept of cities between the United States and Italy.	8. 7.1.NH.A.3, R.CCR.1,2,4
9. Express feelings and physical sensations about themselves and others.	9. 7.1.NH.A.1; A.4; B.4

Inter-Disciplinary Connections:

Social Studies: Study cultural value systems, traditions; linking various nationalities to parts of Italy; studying maps of Italy.

Technology: Utilize website: *Prego* 8 Instructor Edition, googleearth.com; google images: cultural snapshots.

Students will engage with the following text:

- *Prego! Textbook* (McGraw Hill)
- *Prego! Workbook* (McGraw Hill)
- *Prego! Lab Manual* (McGraw Hill)
- *Prego! Instructional Videos* (McGraw Hill)
- *Italianissimo*- Reading (in English) on “La Piazza”
- *Quizlet.com* to review vocabulary and grammar.
- Authentic Song “Tutta mia la città” used for pronunciation and parole simili.
- Authentic Maps from Italian cities brought in by teacher.

Students will write:

- Open-ended questions about their cities and where they live.
- Labeling Italian cities with different vocabulary.
- Complete sentences to describe places, transportation and directions in a city.
- List places in cities.
- Written dialogs obtaining information about directions and places.
- Pen Pal letters about their cities.
- Cornell Notes (verb conjugation of “avere”, subject pronouns, indefinite articles, nouns, forms of “buono”, Italian cities).

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modifications/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Power Point presentations for vocabulary introduction/pronunciation/review on places, transportation and directions.
- Power Point presentations for grammar introduction of subject pronouns, noun agreement, indefinite articles, buono and avere expressions.
- Authentic videos for vocabulary on Italian cities and cultural information depicting real-life scenarios about cities in Italy.
- Venn Diagrams (compare and contrast concept of cities in Italy and the U.S.).
- Information Gap activities (describing cities and asking partner about their city).
- Visual aids (pictures of people with varied physical characteristics for them to describe).
- Hands- on activities (Smart Board games, activities to match pictures of places in a city with transportation).
- Listening activities (CD activities based on vocabulary on city descriptions, Power Point presentations to repeat correct pronunciation of vocabulary on describing cities, teacher- lead choral response, Audio Workbook activities).
- Cornell Note-taking (Power Points, teacher lecture, maps, textbook readings).
- Student-centered activities (think, pair, share, jigsaw readings, stations, group work with student roles, scavenger hunts, verb dice game, verb board game, web quests on culture topics)
- Guided short writing activities to describe their cities (from textbook, Power Point notes).
- Practice Workbook activities (city description and association exercises, verb “avere” exercises, subject pronoun exercises, indefinite article exercises, noun agreement exercises).

Modifications/Accommodations for struggling learners:

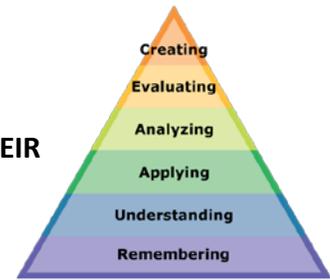
- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words. Model verbal responses

Modifications/Accommodations for gifted and talented learners:

- Require research and discussion of cultural issues/perspectives in more depth; create Power Points for pertinent vocabulary.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quiz 1: Identify and associate vocabulary with places in a city using transportation and directions.

Quiz 2: Nouns in number and gender.

Quiz 3: Indefinite Articles and forms of “buono”.

Quiz 4: Subject Pronouns and the irregular verb “avere”.

Quiz 5: Idiomatic expressions with “avere”.

- Oral questions comparing and contrasting Italian and American cities.
- Exit slips- conjugations, subject pronoun identification and pluralization of nouns.
- Homework- vocabulary, nouns, indefinite articles with “buono”, subject pronouns, “avere” and avere expressions.
- Notebook Checks (study flashcards on “avere” conjugation, subject pronouns, avere expressions, noun agreement, indefinite articles)

Accommodations/Modifications:

Modifications/Accommodations for struggling learners:

- Provide student with study guide, more space on the guide for them to fill out the guide.
- Quizzes and tests – less questions, more time, remove ambiguous choices in multiple choice, avoid true and false.
- Clarify directions, check for understanding, have student reiterate the directions.

Bloom's Levels: These assessments will mostly require students to **Recall, Relate, Tell, Compare, Discuss, Express, or Translate.**

Modifications/Accommodations for gifted and talented learners:

- Well-articulated assignments that require higher cognitive processing, in-depth content and alternate modes of communication.
- Provide opportunities for the student to pursue alternate activities to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

Summative Assessments:

- Objective Benchmark with vocabulary, grammar and culture.
- Reading, Writing and Listening Benchmark based on descriptions of cities that utilize vocabulary and grammar points.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications/Accommodations for struggling learners:

- Provide study guide with highlighted or underlined key information.
- Provide word bank, decrease number of questions, read directions, model responses, larger font, and more white space; provide opportunity to finish at another time.

Modifications/Accommodations for gifted and talented learners:

- Tests and quizzes should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- Increased writing and reading in questions and responses.

Performance Assessments:

- Create an Italian City- label vocabulary and provide sentences describing places in the city with singular and plural nouns, directions and "buono".
- Dialogs/role plays depicting realistic conversations between 2 people who are in a city.
- Oral participation: read aloud dialogs from textbook asking people what they have in their city.
- Research an Italian city using Google Maps: identify places of interest; describe city features with street names and price of tickets for attractions.

Bloom's Levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

Modifications/Accommodations for struggling learners:

- Provide clear and concise rubric, simplify project directions, and give directions for one section of the project at a time.

Modifications/Accommodations for gifted and talented learners:

- Ask students to find additional vocabulary that pertains to the current lesson. Have them use the additional vocabulary in the project and dialogs.