

ITALIAN II SYLLABUS

Course Content and Timeline

A. Il bar italiano

- Identify food for breakfast and snacks in Italy. (7.1.NH.A.1; A.4)
- Order beverages and snacks at a caffè (Italian bar.) (7.1.IL.B4)
- Ask and respond to questions about what one eats and drinks for breakfast and a snack. (7.1.IL.B4)
- Form and state meaning of articulated prepositions using the definite article and prepositions a, da, di, in, and su. (7.1.IL.A8, A7)
- Conjugate the passato prossimo of regular –are, -ere, -ire verbs with avere and essere. (7.1.IL.A8)
- Use the irregular past participle with the auxiliary verb essere and avere. (7.1.IL.A4)
- Use time expressions that often accompany the passato prossimo (7.1.IL.A4, B3)
- Ask and respond to questions about different experiences in the past using the passato prossimo with avere or essere. (7.1.IL.B4)
- Compare and contrast an Italian bar and American café and discuss cultural similarities and differences. (7.1.IL.A2, A5, C4)
- Correctly distinguish between the verbs conoscere and sapere. (7.1.IL.A8, A7)
- Identify the region of La Campania, demonstrate comprehension about food and history, and discuss cultural similarities and differences. (7.1.IL.A5, C4, C5)

B. Il cibo degli italiani

- Identify typical courses in an Italian meal and times which the meals are eaten. (7.1.NH.A.1)
- Ask and respond to questions telling what you would order or eat at a restaurant. (7.1.IL.B4)
- Associate an Italian food item with meals and courses. (7.1.IL.A4, A5)
- Apply indirect object pronouns based on information given. (7.1.IL.B4)
- Use direct object pronouns with the passato prossimo using avere. (7.1.IL.B4)
- Ask and respond to questions given prompts using the passato prossimo with direct and indirect object pronouns. (7.1.IL.B4)
- Compare and contrast customary habits of Italian meals, demonstrate comprehension and recall factual knowledge. (7.1.IL.A5, C4, C5)
- Discuss personal preferences about liking or disliking things or activities. (7.1.IL.B5)
- Identify the proper interrogative word in a given question. (7.1.IL.A2)
- Formulate and respond to questions to gather personal information applying interrogative words. (7.1.IL.B4)
- Obtain information about the region of Emilia-Romagna, demonstrate comprehension about food products, the university and Ravenna. (7.1.IL.A5, C4, C5)

C. La vita di tutti i giorni

- Describe daily routines with reflexive verbs and order them. (7.1.IL.B5)
- Explain how you would dress yourself in a given situation. (7.1.IL.B5)
- Describe what someone is wearing in terms of cost, and color. (7.1.IL.B5)
- Conjugate verbs expressing reciprocal action in the present and past tense. (7.1.IL.A4, A8)
- Transform adjectives to the adverb form to describe activities. (7.1.IL.A8)
- Use numbers from 100- 1,000,000,00 to state how much things cost and years. (7.1.IL.A4)
- Identify the region of Lombardia and demonstrate comprehension of the fashion capital Milan, il panettone and Dario Fo. (7.1.IL.A5, C4, C5)
- Compare and contrast fashion brands and the influence of Italian fashion in the world. (7.1.IL.A5, C4, C5)

D. Il ruolo del film, TV e la radio

- Describe vocabulary related to mass media. (7.1.IL.A2)
- Survey another asking questions about television, radio and movies. (7.1.IL.B5)
- Ask and answer questions of a personal nature about television, radio and movies. (7.1.IL.B4)
- Conjugate correctly using the imperfetto tense changing the subject and / or verb. (7.1.IL.A8, A4)
- Recount what he/she used to do as a child.(7.1.IL.B4)
- Distinguish and conjugate correctly between the imperfetto and passato prossimo tenses. (7.1.IL.A2, A8)
- Describe what happened using the passato prossimo tense while something else was going on using the imperfetto tense. (7.1.IL.A4)
- Conjugate correctly using the trapassato tense and state that something had happened before something else. (7.1.IL.A8)
- Change the meaning of nouns and adjectives by using suffixes.(7.1.IL.A8, C3, A4, A5, B5)
- Compare and contrast Italian TV in terms of channels and types of shows. (7.1.IL.A5, C4, C5)
- Identify the region of Veneto with its symbols and islands. (7.1.IL.A5, C4, C5)
- Write a brief review of a movie using the imperfetto, passato prossimo and trapassato tense.(7.1.IL.C3)

E. Il corpo umano

- Identify the parts of the body, illness and health. (7.1.IM. A5)
- Discuss how someone feels. (7.1.IM.B4)
- Discuss healthy food and activities. (7.1.IM.B4)
- Describe a visit to the doctor. (7.1.IM.A4)
- Use disjunctive (stressed) pronouns to express and tell needs. (7.1.IM.B5, C3, A5, A8)
- Use the comparison and superlative regular and irregular structure comparing people, things and objects. (7.1.IM.B5, C3, A5, A8)
- Identify the region Le Marche and demonstrate comprehension of products, symbols and poets. (7.1.IM.A5, C6)
- Compare and contrast homeopathic medicine and traditional medicine used in Italy. (7.1.IM.A5, C6)

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 all tenses.
4. Create a variety of chapter-based projects including those, which require the use of technology and the development of an Electronic Portfolio.
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
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 2

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 2- Unit 1- Il bar italiano</p>	<p>Unit Summary: In this unit, students will learn about a typical Italian bar (café). They will also understand how to order and buy these items. Students will learn about simple prepositions and preposition contractions to indicate time, place and transportation. They will begin to use the past tense with the irregular verbs “avere” and “essere”. Students will also distinguish the difference between the verb “to know” and apply it correctly. They will identify the region on La Campania with its food, history and famous places to travel.</p>
<p>Grade Level(s): 10</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - How does an Italian bar differ from an American bar? - What do Italians and Americans eat for breakfast and snack? - How do I use simple and contracted prepositions in context? - How does the past tense correspond with “avere”? - How does the past tense correspond with “essere”? - What are the irregular past participles and with what verbs do they correspond? - What is the difference between “conoscere” and “sapere”? - How does the region of La Campania attribute to the culture of food and history? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - There are different breakfast and snack items eaten by Italians and Americans. - The Italian bar is used as a gathering place during all times of the day. - The cafe/espresso is a staple in Italian life. - There are ways to express prepositions in the simple and contracted forms. - Students can use the past tense with “avere” and “essere” to express actions that have happened. - There are two ways to express “to know” with “conoscere” and “sapere” based on context. - La Campania is a southern region that has a rich tradition and history in food and tourism.

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 breakfast and snack items in Italy and USA.	1.7.1 NH. A.1; A.3;A.4
2. Match and correspond needs with various foods and drinks.	2. 7.1 NH. A.1; A.3; A.4
3. Express simple and contracted prepositions in Italian.	3. 7.1 NH. A.1; A.3; A.4
4. Conjugate and use verbs in the passato prossimo with “avere”.	4.7.1.NH.B.3; B.4; B.5
5. Conjugate and use verbs in the passato prossimo with “essere”.	5.7.1.NH.B.3; B.4; B.5
6. Identify and use irregular past participles with the passato prossimo.	6. 7.1.NH.A1,C.5
7. Use the correct form of “to know” in Italian in context.	7. 7.1.NH.A.1; B.4
8. Compare and contrast a bar and l’aperitivo in Italy and USA.	8. 7.1.NH.A.6, R.CCR.1, 2, 4
9. Compare and contrast the region of La Campania to the rest of Italy.	9. 7.1.NH.A.6, R.CCR.1, 2, 4

Inter-Disciplinary Connections:

Technology: Use the following website: Prego 8 ; website: googleearth.com, Google images: cultural snapshots, advertisements for Italian bars and café and “Layover” with Anthony Bourdain having a typical Italian breakfast in Rome.

Social Studies- History of Pompei with visuals and stories.

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)
- *Italianismo- Reading* (in English) “ Il caffè”
- Authentic Song- “Na tazzulella ‘e caffè” to hear the dialect of La Campania.
- *Quizlet.com* to review vocabulary and grammar.

Students will write:

- Open-ended questions about ordering in an Italian bar.
- Fill in the blank questions on information about breakfast and snack items.
- Labeling various beverages, breakfast and snack items.
- Written dialog about ordering in a bar.
- Short paragraphs about scenarios in the past.
- Cornell Notes (comparing bars in America and Italy, cultural topics on the history of bars in regions of Italy, prepositions, passato prossimo and conoscere/sapere).

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.

Modification/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)
- 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/, food and drinks according to time of day.
- Power Point presentations for grammar introduction of prepositions, passato prossimo and conoscere/sapere.
- Authentic videos for vocabulary on Italian bars/café, and cultural information depicting real-life scenarios about breakfast in Italy.
- Venn Diagrams (compare and contrast bars and l'aperitivo in Italy and the U.S.).
- Information Gap activities (describing breakfast, actions in the past and conoscere/sapere)
- Visual aids (examples of bars, breakfast items and drinks by using the LCD projector).
- Hands-on activities (Smart Board games, activities for vocabulary pertaining to food and create breakfast menu for Italians and Americans).
- 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 to describe bars/café, cultural readings on Italian bars and l'aperitivo from textbook, Power Point notes).
- Practice Workbook activities (vocabulary, prepositions, passato prossimo, conoscere/sapere)

Modifications/Accommodations for struggling learners:

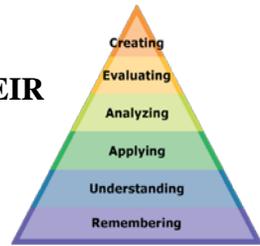
- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

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:** Vocabulary on Italian bars, breakfast items and snacks.
- **Quiz 2:** Simple and articulated prepositions.
- **Quiz 3:** Passato Prossimo with avere.
- **Quiz 4:** Passato Prossimo with essere.
- **Quiz 5:** Conoscere and Sapere.
- Homework to describe breakfast and snacks in Italy, prepositions, passato prossimo with avere and essere and conoscere/sapere.
- Class discussions/oral participation relating to comparing and contrasting breakfast and use of bars in Italy and the US, the importance and role of coffee in Italy and the region of La Campania.
- Notebook Checks- vocabulary sheets on breakfast items and snacks, prepositions, passato prossimo with avere and essere and conoscere/sapere. .
- Classwork on a variety of topics relating to Italian bars and coffee.

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 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.

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 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.
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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:

- Projects – Students will use VideoFx Live App to give a description of what they have done in the past (last summer, important event, last school year, etc.) using the passato prossimo
- Dialogues - Students will write a dialogue in which they order from an Italian bar a typical breakfast or snack.

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 2

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 2- Unit 2- Il cibo degli italiani</p>	<p>Unit Summary: In this unit, students will understand a typical Italian lunch and dinner revolving around time and regional dishes. They will understand the uses of indirect-object pronouns and use them within context. Students will also recombine the rules of direct-object pronouns with the past tense. They will be able to express “to like” with “piacere” according to food preferences. Students will be able to formulate and respond to questions using interrogatives. They will also explore the region of L’Emilia-Romagna and learn about its contributions to famous Italian products.</p>
<p>Grade Level(s): 10</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - How do Italian and American meals differ in terms of food and times? - How do you order in an Italian restaurant? - How do I use indirect-object pronouns and identify with prepositions? - How do I use direct-object pronouns in the past and make agreement in gender and number? - How do I use “piacere” to express my likes and dislikes? - How can I use interrogatives to give and obtain information? - How does the region of L’Emilia-Romagna influence the culinary world? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - There are regional influences on food in Italy. - There are different times and courses for lunch and dinner in Italy and USA. - Indirect object pronouns answer the question to whom or who is receiving the action of the verb. Most of the cases refer to a person. - Direct-object pronouns make agreement in gender and number in the past tense. - The verb “piacere” is used to express that something is pleasing to you. - There are various interrogatives to ask and obtain information. - The region of L’Emilia-Romagna is located in central Italy and has a tradition in education and food products.

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 typical lunch foods from the United States.	1. 7.1.NH.A.1; A.4
2. Identify typical dinner foods from the United States.	2. 7.1.NH.A.1; A.4
3. Identify names of meals.	3. 7.1.NH.A.1
4. Order foods in a restaurant.	4. 7.1.NH.C.2; C.5
5. Request the check in a restaurant.	5. 7.1.NH.C.2; C.5
6. Apply indirect object pronouns in their appropriate context.	6. 7.1.NH.B.4
7. Use direct-object pronouns with the past tense and make agreement in gender and number.	7. 7.1.NH.A1,C.5
8. Express likes and dislikes with the verb “piacere”.	8. 7.1 NH. A.1; A.3; A.4
9. Identify and use interrogatives to ask and answer questions.	9. 7.1.NH.A.1; B.4
10. Compare and contrast lunch and dinner in Italy and the USA.	10. 7.1.NH.A.6
11. Identify cultural significances in L’Emilia-Romagna and how they influence the world.	11. 7.1.NH.A.6, R.CCR.1, 2, 4

Inter-Disciplinary Connections:

- **Health/Physical Education:** Prioritize proper nutritional needs and healthy eating habits; draw a food pyramid.
- **Technology:** Utilize the following website: [glencoe.com/teacher resources/eculture](http://glencoe.com/teacherresources/eculture); Website: googleearth.com; Google images: cultural snapshots.
- **Math:** Totaling the check in a restaurant or café; converting currencies.
- **Social Studies:** Analyze cultural value systems, traditions, dietary needs and availability of foods based on geographical location.

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 “La Pasta” and “Il Mangiare”
- *Il Parmigiano-Reggiano*- Reading in Italian about the food product.
- Authentic Song- “Mi piace sorprenderti” to listen and comprehend uses of “piacere”.
- Authentic Recipes- In Italian by region to identify various types of food based on resources.
- *Quizlet.com* to review vocabulary and grammar.

Students will write:

- Open-ended questions about ordering in an Italian restaurant.
- Fill in the blank questions on information about lunch and dinner.
- Labeling various courses of a meal and place settings.
- Written dialog about ordering in a restaurant.
- Short paragraphs about scenarios in the past about an ideal meal.
- Cornell Notes (comparing meals in America and Italy, cultural topics on food in regions of Italy, indirect-object pronouns, passato prossimo with direct-object pronouns and interrogatives).

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.

Modification/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)
- 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/, food according to time of day and meals.
- Power Point presentations for grammar introduction of indirect-object pronouns, passato prossimo with direct-object pronouns and interrogatives.
- Authentic videos for vocabulary on Italian restaurants, and cultural information depicting real-life scenarios about lunch and dinner in Italy.
- Venn Diagrams (compare and contrast meals, meal times and Parmigiano-Reggiano in Italy and the U.S.).
- Information Gap activities (describing meals and food, actions in the past with direct-object pronouns and interrogatives)
- Visual aids (examples of restaurants, food product and place settings by using the LCD projector).
- Hands-on activities (Smart Board games, activities for vocabulary pertaining to food and create lunch and dinner menu for Italians and Americans).
- 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 to describe restaurants, cultural readings on Italian meals and Parmigiano-Reggiano from textbook, Power Point notes).
- Practice Workbook activities (vocabulary, indirect-object pronouns, passato prossimo with direct-object pronouns, interrogatives)

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point 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:** Vocabulary on Italian food, courses and time of meals.
- **Quiz 2:** Indirect Object Pronouns.
- **Quiz 3:** Direct Object Pronouns with Passato Prossimo.
- **Quiz 4:** Piacere in present and past.
- **Quiz 5:** Interrogatives.
- Homework to describe Italian meals and regional food, indirect object pronouns, direct object pronouns with passato prossimo, piacere and interrogatives.
- Class discussions/oral participation relating to comparing and contrasting lunch and dinner in Italy and US, role of regional cuisine and influence of Italian foods along with iconic dishes.
- Notebook Checks- vocabulary sheets on food/meals, indirect object pronouns, direct object pronouns with passato prossimo, piacere and interrogatives.
- Classwork on a variety of topics relating to Italian meals, indirect object pronouns, direct object pronouns with passato prossimo, piacere and interrogatives.

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 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:

- Projects – Students will recreate an Italian menu or recipe using Tagxedo
- Dialogues - Students will write a dialogue in which they will order a typical Italian meal at a restaurant.
- Oral Assessment- Description of their most memorable meal and what they eat using Voicethread.

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 Template

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

Course Name: Italian 2

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 2- Unit 3- La vita di tutti i giorni</p>	<p>Unit Summary: In this unit, students will be able to recount their typical day with reflexive verbs in the present and past and recombined learned material such as time. They will be able to indicate what they are wearing along with the seasons, weather and occasion. Students will also use reciprocal verbs to talk about relationships. They will use adverbs to indicate how their actions are performed along with superior numbers to talk about dates and prices. Students will explore the region of La Lombardia dealing with the fashion capital of the world.</p>
<p>Grade Level(s): 10</p>	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - There are various morning and evening routines that people follow. - There is clothing that corresponds with seasons, weather and occasions. - There are reflexive verbs that indicate actions that are directed back to the subject. - Many verbs used to describe daily routines are reflexive verbs, which work slightly different than regular verbs. - There are reciprocal verbs that indicate actions that are done to each other. - Adverbs modify verbs and explain how the action is being completed. - Superior numbers are used to talk about years and prices. - The region of La Lombardia is famous for its lakes, capital of Milan and il panettone.
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - How can I describe what I do in my morning and evening daily routines? - What is a reflexive verb and why are some verbs reflexive? - How do reflexive verbs compare/contrast with regular verbs I already know? - How can I associate reflexive verbs, clothing, seasons and weather? - How do I use reciprocal verbs in the present and past? - How do adverbs help me to modify verbs? - What are numbers from 100- 1,000,000? - How does La Lombardia contribute to the world of fashion? 	

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. Recall time, seasons and weather already learned and identify with clothing.	1. 7.1.IL.A.4, A.7, C.3
2. Describe morning and evening daily routines.	2. 7.1.IL.A.2, A.4, A.6, C.3
3. Identify reflexive verbs and explain why some verbs are reflexive.	3. 7.1.IL.A.2, A.4, A.8, B.4, C.3
4. Compare and contrast reflexive verbs with regular verbs already learned.	4. 7.1.IL.A.2, A.4, A.8, B.4, C.3
5. Describe relationships using reciprocal verbs.	5. 7.1.IL.A.4, A.8
6. Identify and use adverbs to modify verbs.	6. 7.1.IL.A.4, A.7, C.3
7. Apply numbers from 100-1,000,000 to talk about years and prices	7. 7.1.IL.A.4
8. Compare and contrast daily routines of Americans and Italians.	8. 7.1.IL.A.2, A.3
9. Describe the region of La Lombardia and its contributions to fashion.	9. 7.1.IL.A.5, C.4, C.5, R.CCR.1, 2, 4

Inter-Disciplinary Connections:

Math: Use math to talk about time, time zones, schedules and prices.

Technology: Students will use a variety of websites to become informed on culture. Website: Prego 8;

Website: googleearth.com; Google images: cultural snapshots.

Students will engage with the following text:

- *Prego 8 Textbook*, McGraw Hill
- *Prego 8 Workbook*, McGraw Hill
- *Prego 8 Lab Manual*, McGraw Hill
- *Italianissimo*- Reading in English “La Moda”
- *Calzioni, pantaloni e jeans*- Reading in Italian about where names of clothing have come from.
- Authentic Song- “Sto pensando a te” to listen and comprehend uses of daily activities.

Students will write:

- Open-ended questions; fill in the blank questions (grammar and vocabulary); labeling clothing with seasons/weather; written dialogs.
- Paragraphs (in Italian) about their daily routines, clothing, and time.
- Story board with relationships dealing with reciprocal verbs, adverbs and years.
- Cornell Notes (cultural topics on fashion in Italy, reflexive verbs, reciprocal verbs, adverbs and numbers above 100).

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.

Modification/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)
- 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/, reflexive verbs with clothing according to time, seasons and weather.
- Power Point presentations for grammar introduction of reflexive verbs in present and past, reciprocal verbs in present and past, adverbs and numbers above 100.
- Authentic videos for vocabulary on typical days in Italy, and cultural information about fashion in Italy.
- Venn Diagrams (compare and contrast typical days, clothing and fashion in Italy and the U.S.).
- Information Gap activities (describing daily routines, actions in the past with reflexive/ reciprocal verbs and years/prices)
- Visual aids (examples of restaurants, food product and place settings by using the LCD projector).
- Hands-on activities (Smart Board games, activities for vocabulary pertaining to daily routines and create clothing for Italians and Americans).
- Listening activities (CD, Power Point presentations, music CD's, teacher-lead choral response, Audio Workbook).
- Total Physical Response with storytelling to teach reflexive and reciprocal verbs.
- 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 to describe daily routines, cultural readings on Italian fashion from textbook, Power Point notes).
- Practice Workbook activities (vocabulary, reflexive verbs, reciprocal verbs, adverbs and numbers above 100).

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point 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:** Reflexive verbs and clothing vocabulary.
- **Quiz 2:** Reflexive verbs in the present and past.
- **Quiz 3:** Reciprocal verbs in the present and past.
- **Quiz 4:** Adverbs.
- **Quiz 5:** Numbers to 1,000,000.
- Homework to describe their typical day and what they will wear during seasons, reflexive verbs, reciprocal verbs, adverbs and superior numbers.
- Class discussions/oral participation relating to comparing and contrasting typical days of various people according to what they do and influence of the Italian fashion world.
- Notebook Checks- vocabulary sheets on reflexive verbs and clothing, reciprocal verbs, adverbs and superior numbers.
- Classwork on a variety of topics relating to reflexive verbs and clothing, reciprocal verbs, adverbs and superior numbers.

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 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:

- Projects – Students will create a fashion show for various occasions describing their clothing, using reflexive verbs and numbers for prices.
- Dialogues - Students will write a dialogue in which they ask each other about important years in their life using reflexive and reciprocal verbs.
- Oral Assessment- Description of their typical day with time using Storybird.

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

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

Course Name: Italian 2

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 2- Unit 4- il ruolo del film, TV e radio</p>	<p>Unit Summary:</p> <p>In this unit, students will explore the publication, television, film and radio world in Italy. They will be able to discuss their preferences in all modes of telecommunication along with learning about media in Italy. Students will learn the past tense of the imperfetto to recall habitual actions and states of being in the past. They will then recombine their knowledge of the passato prossimo and imperfetto to recount actions in the past. Students will then use the trapassato to talk about actions that took place before another past action. The use of suffixes will allow students to give meaning to nouns and adjectives. Student will also learn about the region of Il Veneto to look at its famous cities, symbol of the gondola and Murano glass.</p>
<p>Grade Level(s): 10</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - How does the world of publications, film, radio and television influence Italy and America? - How does dubbing allow foreign films and TV shows to be shown in various countries? - How do I conjugate and use the imperfetto in the past? - How do I determine the different uses of imperfetto and passato prossimo? - How can I recount actions in the past with all of the past tenses? - How do suffixes change the meaning of nouns and adjectives? - What are the influences of Il Veneto in projects and cities? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - There are various types of media in Italy and American and uses for entertainment and news. - The foreign films and TV shows are dubbed in different languages to be viewed throughout the world. - The use of the imperfetto in the past describes habitual actions and states of being in the past. - There are different past tenses to describe actions in the past depending if the action is ongoing or has a clear beginning and end. - The trapassato is used to talk about actions that took place before another past action. - There are suffixes in Italian that are added to nouns and adjectives and express various shades of meaning. - The region of Il Veneto has famous cities, the symbol of the gondola and Murano glass.

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 use vocabulary dealing with film, television, radio and publications.	1. 7.1.IL.A2
2. Survey and give opinions on mass media.	2. 7.1.IL.B5
3. Conjugate and use the imperfetto in the past for ongoing actions.	3. 7.1.IL.A8, A4
4. Determine uses of imperfetto and passato prossimo in the past and apply with correct expressions.	4. 7.1.IL.A4
5. Conjugate and use the trapassato tense to state that something has happened before.	5. 7.1.IL.A8
6. Apply and use all past tenses together to recounting childhood or story line.	6. 7.1.IL.C3
7. Change meaning of nouns and adjectives with suffixes.	7. 7.1.IL.A8, C3, A4, A5, B5
8. Compare and contrast Italian TV with channels and shows.	8. 7.1.IL.A5, C4, C5
9. Identify the region of Il Veneto with its cities, symbols and islands.	9. 7.1.IL.A5, C4, C5, R.CCR.1, 2, 4

Inter-Disciplinary Connections:

Technology: Students will use a variety of websites to become informed on culture. Website: Prego 8;
Websites: googleearth.com; Google images: cultural snapshots, Polleverywhere.com for surveys, websites on RAI.
Arts: Review and view Italian films, TV shows and mass media.

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 on “Neorealismo” and influences of film.
- *Il doppiaggio in Italia*- Reading in Italian about dubbing of film and development of this practice.
- Authentic Song- “C’era un ragazzo come me” to listen and comprehend uses of imperfetto and time during WWII.
- *Quizlet.com* to review vocabulary and grammar.

Students will write:

- Open-ended questions on childhood events; fill in the blank questions using past tenses (grammar and vocabulary); labeling types of media and people involved; written dialogs.
- Paragraphs (in Italian) about their childhood and reviews/trama on films.
- Story board with actions happening in the past in childhood, TV show or film.
- Cornell Notes (cultural topics on TV shows and film in Italy, imperfetto, imperfetto and passato prossimo, trapassato and suffixes).

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.
-

Modification/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)
- 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/ on film, TV, radio and mass media.
- Power Point presentations for grammar introduction of imperfetto, imperfetto and passato prossimo, trapassato and suffixes.
- Authentic videos on dubbed TV shows and film in Italy, and cultural information about Il Veneto.
- Venn Diagrams (compare and contrast types of film and TV shows, periods and themes of film in Italy and the U.S.).
- Information Gap activities (describing preferences in film and TV, actions in the past dealing with childhood and suffixes)
- Visual aids (examples of vocabulary, film, TV shows and media by using the LCD projector).
- Hands-on activities (Smart Board games, activities for vocabulary pertaining to film and media for Italians and Americans).
- 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 to describe childhood and reviews on film with trama, cultural readings on Italian TV and film from textbook, Power Point notes).
- Practice Workbook activities (vocabulary, imperfetto, imperfetto and passato prossimo, trapassato and suffixes).

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for Power Point 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:** Vocabulary on media, publications, film and TV.
- **Quiz 2:** Imperfetto.
- **Quiz 3:** Imperfetto and Passato Prossimo.
- **Quiz 4:** Trapassato.
- **Quiz 5:** Suffixes.
- Homework to describe vocabulary on mass media, imperfetto, passato prossimo, trapassato and suffixes.
- Class discussions/oral participation relating to comparing and contrasting films, radio stations, newspapers and TV shows in Italy and US.
- Notebook Checks- vocabulary sheets on mass media, imperfetto, passato prossimo, trapassato and suffixes.
- Classwork on a variety of topics relating to mass media, imperfetto, passato prossimo, trapassato and suffixes.

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 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:

- Projects – Students will complete a review on an iconic Italian movie viewed in class.
- Dialogues - Students will write a dialogue in which they ask each other about their childhoods and preferences of mass media.
- Oral Assessment- Description of their childhood using all past tenses or fairy tale.

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

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

Course Name: Italian 2

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Italian 2- Unit 5- Il corpo umano</p>	<p>Unit Summary: In this unit, students will learn about health, human body and medicines. They will understand how health systems work in various countries along with the role of the Red Cross. Students will learn disjunctive pronouns to refer to themselves and others. They will use comparative and superlatives to make connections between people and things using body vocabulary and health themes. Students will also learn irregular comparative and superlatives with common adjectives and adverbs. They will identify the region of Le Marche with famous cities, product of paper and well-known poet.</p>
<p>Grade Level(s): 10</p>	<p>Unit Summary: In this unit, students will learn about health, human body and medicines. They will understand how health systems work in various countries along with the role of the Red Cross. Students will learn disjunctive pronouns to refer to themselves and others. They will use comparative and superlatives to make connections between people and things using body vocabulary and health themes. Students will also learn irregular comparative and superlatives with common adjectives and adverbs. They will identify the region of Le Marche with famous cities, product of paper and well-known poet.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> - How does health systems and care look in Italy and the US? - How can I use the parts of the body to describe how I feel? - What does a doctor's visit look like and how does it occur? - How does pronomi tonici correspond to previous knowledge of object pronouns? - How do I compare two people or actions in Italian? - How can I use the superlative in Italian and how is it different from English? - How do irregular comparatives and superlatives use adjectives and adverbs? - How does the region Le Marche demonstrate importance of history and culture of Italy? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> - There are different health care systems and care in Italy and US. - The parts of the body explain health and illnesses. - There are disjunctive pronouns that occupy the same position as English equivalents. - The comparison is a way to express similarities of equality and inequality among people and topics. - The superlative allows people or topics to be talked about as higher than everything else with adjectives and adverbs. - There are ways to use irregular comparisons and superlatives with certain adjectives and adverbs. - Le Marche is a central region in Italy that has a long-standing history and culture.

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 the parts of the body, illness and health.	1. 7.1.IM. A5
2. Discuss how someone feels.	2. 7.1.IM.B4
3. Discuss healthy food and activities.	3. 7.1.IM.B4
4. Describe a visit to the doctor.	4. 7.1.IM.A4
5. Use disjunctive (stressed) pronouns to express and tell needs.	5. 7.1.IM.B5, C3, A5, A8
6. Use the comparison and superlative regular and irregular structure comparing people, things and objects.	6. 7.1.IM.B5, C3, A5, A8
7. Identify the region Le Marche and demonstrate comprehension of products, symbols and poets.	7. 7.1.IM.A5, C6, R.CCR.1, 2, 4
8. Compare and contrast homeopathic medicine and traditional medicine used in Italy.	8. 7.1.IM.A5, C6 , R.CCR.1, 2, 4
9. Compare and contrast US and Italian Red Cross and first aid.	9. 7.1.IM.A5, C6, R.CCR.1, 2, 4

Inter-Disciplinary Connections:

Technology: Students will visit various websites to get information on health systems of Italy and US and cultural snapshots: glencoe.com/teacherresources/e-culture; googleearth.com; Google images.

Physical Education and Health: Students will research health practices in Italy and compare them to the practices of the U.S.

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- La carta* (Cultural Reading)
- Authentic Song- “I migliori anni della nostra vita” and clip from movie “Il Divo”
- *Quizlet.com* to review vocabulary and grammar.

Students will write:

- Open-ended questions on health and doctors visits; fill in the blank questions using parts of the body; labeling parts of body and illnesses; written dialogs on going to the doctor and explaining illness.
- Paragraphs (in Italian) comparing and contrasting their typical day and friends.
- Cornell Notes (cultural topics on health and medicine in Italy, pronomi tonici, comparisons, superlative, irregular comparisons and superlatives).

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.
-

Modification/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)
- 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/ on parts of the body, illnesses and health.
- Power Point presentations for grammar introduction of pronomi tonici, comparisons, superlative, irregular comparisons and superlatives.
- Authentic videos on Red Cross and First Aid in Italy, and cultural information about Le Marche.
- Venn Diagrams (compare and contrast types of health care, systems and medicines in Italy and the U.S.).
- Information Gap activities (describing parts of the body, comparing and contrasting people and pronomi tonici)
- Visual aids (examples of vocabulary and comparing and contrasting people or cultural topics by using the LCD projector).
- Hands-on activities (Smart Board games, activities for vocabulary pertaining to health and medicines for Italians and Americans).
- 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 to describe doctors visits, illnesses, comparing and contrasting with vocabulary/ people and topics, cultural readings on La Carta from Le Marche and film from textbook, Power Point notes).
- Practice Workbook activities (vocabulary, pronomi tonici, comparisons, superlative and irregular comparisons and superlatives).

Modifications/Accommodations for struggling learners:

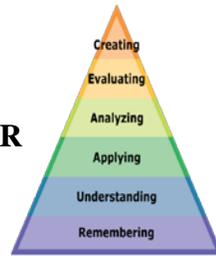
- Guided notes with fill in the blanks for Power Point presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

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:** Parts of the body, illness and health vocabulary.
- **Quiz 2:** Pronomi Tonici.
- **Quiz 3:** Comparisons.
- **Quiz 4:** Superlative.
- **Quiz 5:** Irregular comparisons and superlative.
- Homework to describe vocabulary with parts of the body and health, pronomi tonici, comparisons, superlative and irregular comparisons and superlative.
- Class discussions/oral participation relating to comparing and contrasting health care, medicines and first aid in Italy and US.
- Notebook Checks- vocabulary sheets on parts of the body and health, pronomi tonici, comparisons, superlative and irregular comparisons and superlative.
- Classwork on a variety of topics relating to parts of the body and health, pronomi tonici, comparisons, superlative and irregular comparisons and superlative.

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:

- Reading, Writing and Listening Benchmark based on vocabulary and grammar points.
- Objective Benchmark with vocabulary, grammar and culture.

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:

- Projects – Students will create a brochure or piktochart comparing and contrasting health topics in the US and Italy.
- Dialogues - Students will write a dialogue in which they recount a doctor's visit.
- Oral Assessment- Description of their illness and compare how they felt before and after medicine even by the doctor using Google Voice.

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

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.