

# Cliffside Park High School

## Italian III Curriculum

August 2018

### Unit 1

**Subject: Italian III**  
**Grade: 11**

#### **Unit Objectives:**

- Students will understand the similarities and differences between their routines and their classmates routines.
- Students will understand how to communicate and exchange information about themselves

#### **Essential Questions**

- How does one express their daily routine in the past tense?
- How is one's daily routine different and similar from their classmates?

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>STANDARD</b>
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service	7.1.NH.B.1 7.1.NH.B.4

	opportunities.	
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

## **Standards**

**The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences**

### **Interpretive:**

- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

### **Interpersonal:**

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

**Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

**21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

**Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

## **Assessments**

- Present vocabulary using TPR, visual aides and power point Dialog/ skits
- Surveys - students reflect on survey question (i.e. What time did you wake up this morning? Where did you go after school?)- survey others - write summary sentences (i.e. 4 people went to the gym/ 8 woke up at 6:30)
- Listen to songs to learn new vocabulary and identify the present perfect tense.
- Engage in vocabulary/grammar games to practice verb endings. (Extended activity for honors:
- Create a review game for the class using previously learned information) Interpretive activities and tasks -share information in interpersonal groups. (Extended activity for honors: Longer and more detailed interpretive tasks)
- Write a 3-5 sentence journal describing what they did the day before. (Extended activity for honors: Write 5-8 sentence journal)
- Create and present a comic strip about their daily routine. (Extended activity for honors: Create the daily routine for someone else)
- Create a TPR story about what activities they did throughout the day. (Presentational/speaking) (Extended activity for honors: More detailed TPR story)

## **Formative:**

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

## **Summative**

- Dialog/skits Role playing activity
- Projects
- Homework assignments

## **Benchmark**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

## **Resources**

- Oggi in Italia, by Franca Merlonghi
- "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino
- "Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition"
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- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

**Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"><li>● Amplify learning by providing more challenging texts</li><li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li><li>● Create Google Slide presentation on pertinent topics from within the unit</li><li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li></ul>	<ul style="list-style-type: none"><li>● Allow for peer to peer collaboration within the classroom</li><li>● Assign an English speaking mentor to help student with language difficulties</li><li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li><li>● Use information from the WIDA testing to help facilitate</li></ul>	<ul style="list-style-type: none"><li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li><li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li><li>● Text to speech</li><li>● Students will be provided with graphic organizers</li><li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li><li>● Students will not be penalized for spelling and grammar errors</li><li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li></ul>

	<p>individualized assessments for ELL students</p> <ul style="list-style-type: none"><li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>• Student may create a Google Slide presentation and explain information in their native language</li></ul>	
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## **Unit 2**

**Subject: Italian III**  
**Grade:11**

### **Unit Objectives:**

- Students will understand that their childhoods and their lives now are different.
- Students will understand similarities and differences between classmates childhoods.

### **Essential Questions**

- How does one express preferences, feelings, emotions and opinions in the past tense?
- How does one describe their childhood including activities, places and descriptions?

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1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

## **Standards**

**The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences**

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- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or

written descriptions.

- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
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**Interpersonal:**

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- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
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**Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
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**21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.



### **Technology**

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8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

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### **Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

### **Assessments**

- Provide details of a fond memory of a party or celebration.
- Provide information (date, location, food weather etc) (Extended activity for honors: Write two paragraph essay detailing this event)
- Surveys - students reflect on survey question (i.e. Where did you go all time when you were a child? What was your favorite toy?) - survey others - write summary sentences (i.e. 4 people always went to the beach/ 8 people always played with dolls .)
- Listen to songs to learn new vocabulary and identify the imperfect tense.
- Engage in vocabulary/grammar games to practice verb endings. Interpretive activities and tasks -share information in interpersonal groups. (Extended activity for honors: Longer and more detailed interpretive tasks, and answer more comprehensive questions)
- Create a TPR story about what activities they did when they were young. (Presentational/speaking) (Extended activity for honors: More detailed TPR story)
- Create a "book" detailing their childhood and events from their past. (pictures and phases in the imperfect tense) (Extended activity for honors: Expand on their "book" )
- Create a short comic strip describing the childhood of a family member. (Extended activity for honors:
- Discuss the childhood of a family member) Create a poster with comparisons.(piacere/preferire) (Extended activity for honors:
- Compare their preferences to their classmates)

### **Formative:**

- Interpretive reading and listening
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<ul style="list-style-type: none"> <li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain information in</li> </ul>	<p>assessments in lieu of assessments that non-IEP/504 students are taking)</p> <ul style="list-style-type: none"> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	their native language	
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## Unit 3

**Subject:** Italian III  
**Grade:**11

### Unit Objectives:

- Students will understand the differences between the passato prossimo and imperfetto and how to sequence events in the past tense.
- Students will understand the narration of fairy tales and stories in the target language.

### Essential Questions

- How does one narrate a past event in Italian?
- How does one describe circumstances or background information when telling a story in Italian?

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2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service	7.1.NH.B.1 7.1.NH.B.4

	opportunities.	
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

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- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

**Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
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- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
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<ul style="list-style-type: none"> <li>• Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<p>s for all assessments</p> <ul style="list-style-type: none"> <li>• Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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## **Unit 4**

**Subject: Italian III**  
**Grade:11**

### **Unit Objectives:**

- Students will understand the different regions and geography/climate of Italy.

- Students will make interdisciplinary connections and gain new perspectives as they read, write, and speak about travel in Italy.

**Essential Questions**

- How does one describe a trip using the past tense (present perfect and imperfect)?
- What are the various travel opportunities within the diverse regions of Italy?

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4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

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- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

**Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

## **21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

## **Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

## **Concepts and Skills**

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

## **Assessments**

- Provide details of a fond memory of a party or celebration.
- Provide information (date, location, food weather etc) (Extended activity for honors: Write two paragraph essay detailing this event)
- "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino
- "Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition"
- Francesca Italiano "Italian Verb Drills"
- Paola Nanni-Tate "L'albero" Shel Silverstein "Pinocchio" Carlo Collodi
- Surveys - students reflect on survey question (i.e. Where did you go all time when you were a child? What was your favorite toy?) - survey others - write summary sentences (i.e. 4 people always went to the beach/ 8 people always played with dolls .)
- Listen to songs to learn new vocabulary and identify the imperfect tense.
- Engage in vocabulary/grammar games to practice verb endings. Interpretive activities and tasks -share information in interpersonal groups. (Extended activity for honors: Longer and more detailed interpretive tasks, and answer more comprehensive questions)

- Create a TPR story about what activities they did when they were young. (Presentational/speaking) (Extended activity for honors: More detailed TPR story)
- Create a “book” detailing their childhood and events from their past. (pictures and phases in the imperfect tense) (Extended activity for honors: Expand on their “book” )
- Create a short comic strip describing the childhood of a family member. (Extended activity for honors:
- Discuss the childhood of a family member) Create a poster with comparisons.(piacere/preferire) (Extended activity for honors:
- Compare their preferences to their classmates)

**Formative:**

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

**Summative**

- Dialog/skits Role playing activity
- Projects
- Homework assignments

**Benchmark**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

**Resources**

- Oggi in Italia, by Franca Merlonghi
- "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino
- "Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition"
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- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

**Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on specific writers during this time period</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

	<p>dictionary to help with the understanding of vocabulary within the unit</p> <ul style="list-style-type: none"> <li>• Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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## **Unit 5**

**Subject: Italian III**  
**Grade:11**

### **Unit Objectives:**

- Students will focus on the future tense within the Italian language.

### **Essential Questions**

- When is the future tense used when describing people?
- How is the future tense changed under certain circumstances?

<b><u>#</u></b>	<b><u>STUDENT LEARNING OBJECTIVES</u></b>	<b><u>STANDARD</u></b>
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic	7.1.NH.A.2

	online map are accurate for going from one place to another in the target culture(s).	
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

## **Standards**

**The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences**

### **Interpretive:**

- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.



**Interpersonal:**

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

**Presentational:**

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

**21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

**Technology**

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**Concepts and Skills**

Unit 1--All About Me  
Unit 2--School Days  
Unit 3--Home, Sweet, Home  
Unit 4--Food, Glorious Food  
Unit 5--Celebrations!  
Unit 6--Migratory Animals  
Unit 7--Going Green

## **Assessments**

- Provide details of a fond memory of a party or celebration.
- Provide information (date, location, food weather etc) (Extended activity for honors: Write two paragraph essay detailing this event)
- "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino
- "Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition"
- Francesca Italiano "Italian Verb Drills"
- Paola Nanni-Tate "L'albero" Shel Silverstein "Pinocchio" Carlo Collodi
- Surveys - students reflect on survey question (i.e. Where did you go all time when you were a child? What was your favorite toy?) - survey others - write summary sentences (i.e. 4 people always went to the beach/ 8 people always played with dolls .)
- Listen to songs to learn new vocabulary and identify the imperfect tense.
- Engage in vocabulary/grammar games to practice verb endings. Interpretive activities and tasks -share information in interpersonal groups. (Extended activity for honors: Longer and more detailed interpretive tasks, and answer more comprehensive questions)
- Create a TPR story about what activities they did when they were young. (Presentational/speaking) (Extended activity for honors: More detailed TPR story)
- Create a "book" detailing their childhood and events from their past. (pictures and phases in the imperfect tense) (Extended activity for honors: Expand on their "book" )
- Create a short comic strip describing the childhood of a family member. (Extended activity for honors:
- Discuss the childhood of a family member) Create a poster with comparisons.(piacere/preferire) (Extended activity for honors:
- Compare their preferences to their classmates)

## **Formative:**

- Interpretive reading and listening
- Interpersonal dialogues
- Presentational writing and speaking
- Oral and written quizzes and tests

## **Summative**

- Dialog/skits Role playing activity
- Projects
- Homework assignments

### **Benchmark**

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

### **Resources**

- Oggi in Italia, by Franca Merlonghi
- "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino
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- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

### **Interdisciplinary**

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"><li>● Amplify learning by providing more challenging texts</li><li>● Allow G &amp; T students to complete author studies on specific writers</li></ul>	<ul style="list-style-type: none"><li>● Allow for peer to peer collaboration within the classroom</li><li>● Assign an English speaking mentor to help student with</li></ul>	<ul style="list-style-type: none"><li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li><li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li><li>● Text to speech</li><li>● Students will be provided with graphic organizers</li></ul>

<p>during this time period</p> <ul style="list-style-type: none"><li>● Create Google Slide presentation on pertinent topics from within the unit</li><li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li></ul>	<p>language difficulties</p> <ul style="list-style-type: none"><li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li><li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li><li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>● Student may create a Google Slide presentation and explain information in their native language</li></ul>	<ul style="list-style-type: none"><li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li><li>● Students will not be penalized for spelling and grammar errors</li><li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li></ul>
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## Unit 6

**Subject: Italian III**  
**Grade:11**

### Unit Objectives:

- Students will focus on the conditional tense within the Italian language.

### Essential Questions

- How would students use the conditional tense when talking about sports?

<u>#</u>	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

## **Standards**

**The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences**

### **Interpretive:**

- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
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- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

### **Interpersonal:**

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
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- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

### **Presentational:**

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

- or role-plays using familiar vocabulary orally or in writing.
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- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
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### **21st Century**

CRP1. Act as a responsible and contributing citizen and employee.

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### **Concepts and Skills**

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#### **Formative:**

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#### **Summative**

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#### **Benchmark**

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	<p>assessments for ELL students</p> <ul style="list-style-type: none"><li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>• Student may create a Google Slide presentation and explain information in their native language</li></ul>	
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