

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

ITALIAN 1

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2015

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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ITALIAN I

COURSE PHILOSOPHY

As members of a dynamic, technology-driven global society, students gain a deeper perspective of the world through the study of other languages. Through this study, students are able to make connections, comparisons, and develop a deeper understanding of their own language and culture and those of other people and communities. The learning of a world language and its larger culture cultivates global literacy, which is a fundamental element of 21st century citizenship.

COURSE DESCRIPTION

Throughout *Italian I*, students will gain knowledge of Italian language structures and vocabulary to communicate in written and oral scenarios. Throughout this course, students will develop basic language patterns and vocabulary through repetition and comprehensible input. Students taking this course will develop reading, writing, speaking, and listening skills in the target language and will increase proficiency. This course will engage students in discovering the learning of a world language, allowing them to gain a global perspective through the study of culture. By the end of the course, learners will be able to apply their language skills to engage in meaningful conversations regarding community and culture by comparing and contrasting American life with that of Italian life.

COURSE SUMMARY

COURSE GOALS

CG1: Students will communicate effectively in meaningful conversations using correct grammar and syntax.

CG2: Students will use auditory and written cues to formulate both oral and written responses to specific scenarios.

CG3: Students will assess the differences and similarities of their own culture and that of the Italian culture, make connections and value differences.

COURSE ENDURING UNDERSTANDINGS

CEU1: Proper grammar and sentence structure is fundamental to communicating effectively.

CEU2: Communicating in Italian requires the ability to recognize and interact in a variety of different situations or contexts.

CEU3: The fundamentals of Italian culture are language, cuisine, history, geography, customs, leisure activities and pastimes, and various other cultural products.

COURSE ESSENTIAL QUESTIONS

CEQ1a: How does the way you speak affect your message?

CEQ1b: Why does grammar matter?

CEQ2: How does culture affect language and communication?

CEQ3a: How does geography impact language, cuisine, pastimes, and history?

CEQ3b: Why does culture matter?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<u>1: I Saluti</u>	Students will greet individuals properly based on specific situations using culturally accepted manners.	3-4 weeks
<u>2: La Scuola</u>	Students will compare and contrast the Italian school system with the American public school system by describing typical school activities and classes.	5-6 weeks
<u>3: Come sono?</u>	Students will describe themselves and others, communicating key personal information by selecting appropriate vocabulary and syntax.	5-6 weeks
<u>4: I Passatempi</u>	Students will describe their daily activities, pastimes, and hobbies, while comparing and contrasting activities in both cultures.	5-6 weeks
<u>5: La Famiglia</u>	Students will describe their families and home life, while comparing and contrasting their culture with that of typical Italian families.	5-6 weeks
<u>6: Il Cibo</u>	Students will compare and contrast regional Italian cuisine and eateries and role play ordering food at a typical Italian restaurant, expressing food preferences.	5-6 weeks
<u>7: La Moda</u> OPTIONAL	Students will identify and describe articles of clothing, discuss their shopping and style preferences, compare the importance of fashion in Italian and American culture and society, and associate the "Made in Italy" label to luxury brands and high quality standards.	5-6 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will greet individuals properly based on specific situations using culturally accepted manners.

UNIT LEARNING SCALE

4	In addition to score 3 performances, student can engage in spontaneous introductory exchanges in a variety of circumstances which demonstrate appropriate differentiation of formal and informal address.
3	The student can: <ul style="list-style-type: none"> • use accurate introductory vocabulary, including greetings and courteous expressions in speaking and writing; • identify themselves by name, tell where they are from, and express their age in writing and speaking; • accurately address people formally and informally in writing and speaking.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance in or makes multiple errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Formal and informal norms are important in conveying information in the Italian language.

EU2: Proper pronunciation is the vehicle for effective communication.

ESSENTIAL QUESTIONS

EQ1: Why does formal and informal conversation matter in Italian culture?

EQ2: How does proper pronunciation help to deliver your message?

NJCCCS & COMMON CORE STANDARDS

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

Interpersonal mode

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

Presentational mode

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.



7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.L.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 EU2, EQ2 7.1.NM.A.1, 2, 3 7.1.NM.B.2 7.1.NM.C.3, 5 DOK 3, 4	<p>Students will create and present a written dialogue that is either taped or performed live which incorporates both formal and informal address. In this presentation, one student will assume the role of a teacher and the other will act as the student. They will have to distinguish between formal and informal questioning in this skit.</p> <p>Sample questions include:</p> <ul style="list-style-type: none">• <i>Come si chiama?</i>• <i>Come sta?</i>• <i>Di dov'e' Lei?</i>• <i>I saluti italiani</i>• <i>Le risposte</i>• <i>Come ti chiami?</i>• <i>Come stai?</i>• <i>Di dove sei?</i>• <i>Quanti anni hai?</i>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Teacher will hand out printed images of famous people's faces attached to a popsicle stick. Then, classroom will be split in half to form two lines of students. Finally, students engage in the didactic belt activity, in which they pose questions and supply answers, interchanging the correct use formal and informal address as one of the two lines of students to change partners. The partners should change every 20-30 seconds.</p> <p> For students who have trouble differentiating the formal and informal expressions, a graphic organizer with equivalent expressions in both registers will be provided.</p>	<p>Simple introductory phrases and introductions interrogatives numbers</p>	<p>Make observations about people</p> <p>Distinguish between formal and informal address</p> <p>DOK 2</p>
<p>Students will watch instructional videos featuring simple introductory exchanges between Italians. At their seats, they will recall and write information from the videos, such as the names of the characters, where they are from, how they are doing, and whether the exchange was formal and informal.</p> <p> For students requiring additional support, a transcript of the exchange or subtitles can be provided.</p>	<p>Vocabulary related to greetings formal vs informal</p>	<p>Infer formal and informal address in context</p> <p>Use context clues and make observations to gather comprehension information</p> <p>DOK 2</p>
<p>Students will be grouped into two teams. A member of each team will head to the board with a fly swatter. The board will be prepopulated with terms about greetings and courteous expressions. Once students are at the board, the teacher will orally provide a situation, and the students must "swat" the term or phrase that most responds to the situation.</p>		<p>Recognize familiar spoken or written words and phrases</p> <p>DOK 2</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will compare and contrast the Italian school system with the American public school system by describing typical school activities and classes.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new situations and/or apply concepts in class to aid other students who are at a lower proficiency level to communicate key information with others.
3	The student can: <ul style="list-style-type: none"> • engage in short conversations, ask and answer questions, and make statements form real-life situations; • compare and contrast schools in Italy to their own; • describe what materials they need for school with accurate spelling and pronunciation; • use proper sentence structure in creating simple sentences describing schools in America and Italy in the present tense in writing and speaking; • express and describe the objects in a classroom setting in speaking and writing accurately (using "there are" and <i>c'è</i> and <i>ci sono</i>); • recall vocabulary in isolation; • recognize and recall conjugations of verbs in the present tense.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance in or makes multiple errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: There are differences between Italian school systems and the American public school system.

EU2: Effective communication requires proper grammar and sentence structure.

ESSENTIAL QUESTIONS

EQ1a: Are school experiences all the same?

EQ1b: Where would you choose to go to school?

EQ2a: How does a speaker communicate information, concepts, and ideas effectively?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.


NJCCCS & COMMON CORE STANDARDS


CCSS:
 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 9-10.L.1b Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 9-10.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

COMMON ASSESSMENT

ALIGNMENT	Description
LG1 EU1, EQ1 EU2, EQ 2 7.1.NM.A.1 7.1.NM.B.1, 5 7.1.NM.C.1 9-10.SL.5 DOK 3	<p>Choice 1: Students will navigate the internet to research the differences between the Italian and American school systems. In groups, students will create a graphic organizer to distinguish the differences and similarities of the school systems from the articles gathered. Then, the group will create a digital presentation to present their findings to the class. The presentation will include visuals and examples of the similarities and differences of both school systems. Students will present the descriptions of the school systems in Italian.</p>
LG1 EU1, EQ1 EU2, EQ 2 7.1.NM.A.1 7.1.NM.B.1, 5 7.1.NM.C.1 9-10.W.5 9-10.L.1b DOK 3	<p>Choice 2: Students will describe in writing and speaking in the target language what they see in a picture prompt of a typical Italian school classroom setting and compare it to a typical classroom in their own school. They will write and describe orally 8-10 well constructed sentences using the following elements:</p> <ul style="list-style-type: none"> • <i>c'e` or ci sono</i> • vocabulary pertaining to school • indefinite articles • definite articles • singular or plural nouns <p>Sample: In this typical Italian school classroom there is a blackboard or white board. In the American classroom there is a board too.</p>

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><i>Cosa c'e` nello zaino?</i> Students will list 8 different things in their backpacks. (Example: <i>Nel mio zaino c'e`/ci sono.</i>) Then students will ask classmates for items to borrow.</p> <p> For students who have difficulty can use their vocabulary sheet to complete the activity.</p>	Vocabulary related to school supplies <i>C'e`/ci sono</i> singular and plural nouns	Apply grammar rules of singular and plural nouns Identify familiar people, places, and objects based on simple oral and/or written descriptions DOK 2

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Each student creates 10-15 clues (written in English) to describe the classroom vocabulary. Students present their clues to the class who have to identify the item in Italian. (Examples: I have two hands but I can't hold anything. <i>Orologio</i> . I make a point. <i>Temperamatite</i> .)	Vocabulary related to classroom objects	Identify familiar people, places, and objects based on simple oral and/or written descriptions DOK 2
Students will create a wish board of school supplies they would like to acquire. They will create a board by posting pictures and labeling them by using singular/plural nouns, definite and indefinite articles.	singular and plural nouns definite and indefinite articles	Apply grammar rules of singular/plural nouns and definite/indefinite articles DOK 2
Students will practice their understanding of sentence structure and parts of speech (<i>c'è</i> / <i>ci sono</i> , singular/plural nouns and definite and indefinite articles) by working with a partner to draw and describe an ideal school focusing on teachers, classes, and students using the target vocabulary. Students will write in complete sentences and share with other groups.  <p>For students who have difficulty writing sentences, provide an example using <i>c'è</i> and <i>ci sono</i>. Advanced students can write a paragraph rather than independent sentences.</p>	parts of speech sentence structure singular and plural nouns definite and indefinite articles	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases Construct sentences using <i>c'è</i> or <i>ci sono</i> and apply article and noun agreement concept DOK 3

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will describe themselves and others, communicating key personal information by selecting appropriate vocabulary and syntax.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	The student can: <ul style="list-style-type: none"> describe themselves and others in writing and speaking with accurate spelling, pronunciation and sentence structure; explain how they and others are feeling in writing and speaking with accurate spelling, pronunciation and sentence structure; differentiate between formal and informal use of language when required by context; engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically; recall and apply vocabulary in isolation; recognize and apply conjugations of the verb <i>avere</i>, <i>essere</i> and idiomatic expressions of <i>avere</i>; recognize and apply differences between formal and informal use of language.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance in or makes multiple errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Describing oneself and others requires understanding the differences of two key verbs: *essere* and *avere*.

EU2: Adjectives and their placement in a sentence structure are key to conveying specific content and meaning,

ESSENTIAL QUESTIONS

EQ1: How can using the wrong idiomatic expression create miscommunication in a language?

EQ2: Can I order words incorrectly in a sentence and still effectively get my point across?

NJCCCS & COMMON CORE STANDARDS

NJCCCS:

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.





7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

NJCCCS & COMMON CORE STANDARDS

CCSS
 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 9-10..RI 4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1,EQ1 EU2, EQ2 7.1.NM.A.2, 3, 4 7.1.NM.B.1, 4, 5 7.1.NM.C.3 9-10.L.1b DOK 2, 3	<p>Option 1, Part 1: You are at a party and a friend introduces you to his/her friend. Have an informal conversation in which you describe yourself and then describe your new friend to someone else:</p> <p><i>1ª persona</i> <i>Di dove sei?</i> <i>Quanti anni hai?</i> <i>Come sei fisicamente? (minimo di 8 aggettivi)</i> <i>Com' e` il tuo carattere? (minimo di 8 aggettivi)</i></p> <p>Part 2: Now, describe your new friend to your parent or grandparent:</p> <p><i>3ª persona (lei/lui)</i> <i>Di dov'e` Lei? (add name of selected person)?</i> <i>Quanti anni ha?</i> <i>Com'e` lei fisicamente? (minimo di 8 aggettivi)</i> <i>Com'e` il suo carattere? (minimo di 8 aggettivi)</i></p>
LG1 EU1,EQ1 EU2, EQ2 7.1.NM.A.2, 3, 4 7.1.NM.B.1, 4, 5 7.1.NM.C.3 9-10.L.1b DOK 2, 3	<p>Option 2: Think of a picture of you and your friends that you would post to a social media account. Write a description of yourself and two of your friends, a male and a female. It should contain the following:</p> <p><i>Di dove sei?</i> <i>Quanti anni hai?</i> <i>Come sei fisicamente? (minimo di 8 aggettivi)</i> <i>Com' e` il tuo carattere? (minimo di 8 aggettivi)</i> <i>Di dov'e` la tua amica? (add name of selected person)?</i> <i>Quanti anni ha?</i> <i>Com'e` lei fisicamente? (minimo di 8 aggettivi)</i> <i>Com'e` il suo carattere? (minimo di 8 aggettivi)</i> <i>Di dov'e` il tuo amico? (add name of selected person)?</i> <i>Quanti anni ha?</i> <i>Com'e` lui fisicamente? (minimo di 8 aggettivi)</i> <i>Com'e` il suo carattere? (minimo di 8 aggettivi)</i></p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will draw their school locker and 10 various items that go in their lockers. This can be done via the computer or an actual drawing. Students will ask each other using the verb <i>avere</i>: <i>Che cos'hai nel tuo armadietto?</i></p> <p> Students who are having difficulty may use their notes and vocabulary lists. They can also complete the assignment with 5 items instead of 10.</p> <p> Students can use their own devices to research vocabulary about school items.</p>	<p>Vocabulary related to school items <i>avere</i> definite/indefinite articles</p>	<p>Construct sentences using the verb <i>avere</i></p> <p>Apply grammar rules and modify nouns appropriately</p> <p>DOK 2</p>
<p> Students will create a monster. This can be a drawing or a computer generated image. The monster should be creative and colorful. They will then write about their monsters using the verbs <i>essere</i>, <i>avere</i> and 10 adjectives. They must include the following Information about their monster: name, where the monster is from, physical description (using adjectives).</p>	<p><i>essere</i> and <i>avere</i> definite/indefinite articles sentence structure</p>	<p>Demonstrate knowledge of correct use of articles , verb/subject agreement and adjective use/ placement</p> <p>DOK 3</p>
<p>Students will play the game Four Corners with adjective agreement. Each corner will have an adjective ending. Students will play in teams and teacher will give prompts to students that require a specific adjective ending. Students will have to go to the appropriate corner according to the adjective agreement.</p> <p> Students with difficulty can use a flashcard with rules written to assist them.</p>	<p>adjective vocabulary adjectives such as <i>buono/bello/molto/tanto/pocco/ogni</i> gender of nouns and plurality</p>	<p>Categorize adjective endings according to gender and number</p> <p>DOK 2</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will describe their daily activities, pastimes, and hobbies, while comparing and contrasting activities in both cultures.

UNIT LEARNING SCALE

4	In addition to score 3 performances, student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	The student can: <ul style="list-style-type: none"> • describe their daily activities, pastimes, and hobbies; • compare and contrast activities that people do in Italy and in America; • describe in writing and speaking what they like and dislike in accurate complete sentences with the present tense of <i>piacere</i>; • describe in writing and speaking how they spend their free time; • describe in writing and speaking what hobbies they have and what is their favorite pastime; • describe in writing and speaking their daily activities.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance in or makes multiple errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Culture influences the activities and pastimes that people prefer to do.

ESSENTIAL QUESTIONS

EQ1: What cultural elements influence the activities and pastimes in which people engage?

NJCCCS & COMMON CORE STANDARDS

NJCCCS





- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

NJCCCS & COMMON CORE STANDARDS

CCSS
 9-10.RI.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1,EQ1 7.1.NM.A.1, 2, 3, 4, 5 7.1.NM.B.2, 3, 5 7.1.NM.C.3 DOK 3	<p>Choice 1: Students will create a story based on a picture prompt depicting activities/pastimes in Italy and in the USA. Students will describe the activities depicted in the pictures, and then will compare and contrast them with that of typical activities people do in America. Students will use <i>-are</i>, <i>-ere</i>- and <i>-ire</i> regular and irregular verbs in the present tense when applicable. Students must include a minimum of 10 descriptors using <i>-are</i>, <i>-ere</i> and <i>-ire</i> verbs in the present tense.</p> <p>Suggested guiding questions</p> <ul style="list-style-type: none"> • <i>Sono in Italia o in America?</i> • <i>Cosa succede nelle foto?</i> • <i>Cosa fanno le persone nella foto?</i> • <i>Cosa dicono le persone?</i>
LG1 EU1,EQ1 7.1.NM.A.1, 2, 3, 4, 5 7.1.NM.B.2, 3, 5 7.1.NM.C.3 DOK 3	<p>Choice 2: Students will create 2 skits or dialogues about what they do after school including hobbies, pastimes, and related activities in Italy and USA. They will work in pairs. Students must include a minimum of 6 questions and 6 answers each using <i>-are</i>, <i>-ere</i> and <i>-ire</i> regular and irregular verbs when applicable in the present tense.</p> <p>Suggested guiding questions</p> <ul style="list-style-type: none"> • <i>Che cosa fai dopo scuola?</i> • <i>Lavori dopo scuola?</i> • <i>Guardi la TV dopo scuola?</i> • <i>Leggi i libri?</i> • <i>Che sport giochi?</i> • <i>Giochi i video giochi e quali?</i> • <i>Navighi sull'internet?</i> • <i>Mandi un SMS agli amici?</i> • <i>Finisci i compiti e progetti?</i> • <i>Che cosa preferisci fare?</i> • <i>Esci con gli amici o la famiglia?</i> • <i>Devi fare le faccende di casa?</i>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students can practice verb and vocabulary skill-building by:</p> <ol style="list-style-type: none"> 1. Creating flash cards 2. Playing BINGO 3. Playing concentration games 4. Solving word puzzles 5. Playing fly-swatter games 6. Playing Tic-Tac-Toe 7. Playing Battleship 8. Creating sentence strips 9. Word splash  <p>Students will increase their exposure to the target language by completing various listening activities, songs, YouTube videos, Quizlet activities, Quia activities, and Edmodo activities, and using their own personal devices for further activities.</p> 	<p>present tense of <i>-are, -ere, -ire</i> verbs present tense of irregular <i>-are, -ere, -ire</i> verbs <i>piacere</i> Vocabulary of pastimes and daily activities time geography vocabulary pertaining to: calendar-days, months, seasons</p>	<p>Identify figurative, connotative, and technical words and phrases</p> <p>DOK 2</p>
<p>Students can practice making comparisons of Italian and American pastimes, hobbies, and sports by:</p> <ol style="list-style-type: none"> 1. Jigsaw activities 2. Venn Diagrams 3. Role playing 4. Graphic organizers 5. Take-aways 6. Quick-write 7. Word splash 8. White board activity  <p>Students will increase their exposure to the target language by completing various listening activities, songs, YouTube videos, Quizlet activities, Quia activities, Edmodo activities, and WordReference.com activities , and using their own personal devices for further activities.</p> 	<p>present tense of <i>-are, -ere, -ire</i> verbs present tense of irregular <i>-are, -ere, -ire</i> verbs pastimes, hobbies, and daily activities vocabulary Italian and American sports</p>	<p>Name and label tangible cultural products and imitate cultural practices from the target culture(s)</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p> <p>DOK 3</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will describe their families and home life, while comparing and contrasting their culture with that of typical Italian families.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	<p>The student can:</p> <ul style="list-style-type: none"> • identify and describe members of their families in speaking and writing using proper sentence structure and vocabulary with accuracy; • compare and contrast American and Italian family structures; • describe typical and culturally based activities and behaviors of American and Italian families; • identify, recognize and apply <i>-ire</i> regular verbs in present tense in speaking and writing accurately; • identify, recognize and apply <i>-ire</i> regular verbs with the suffix <i>-isc</i> in the present tense in speaking and writing accurately; • identify, recognize and apply <i>-ire</i> irregular verbs of <i>venire, dire, and uscire</i> in the present tense in speaking and writing accurately; • recognize, identify and apply possessive adjectives such as <i>il mio, il tuo, il suo, il nostro, il vostro, il loro</i> and their variations in speaking and writing accurately; • recognize and implement the demonstrative adjectives <i>questo</i> and <i>quello</i> in speaking and writing accurately.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance in or makes multiple errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Effective communication necessitates the ability to speak about key personal information, such as one’s family.

EU2: Comprehending cultural norms is important when communicating in Italian.

ESSENTIAL QUESTIONS

EQ1: How do I effectively communicate personal information as it relates to the family?

EQ2: How will understanding cultural norms help me avoid misunderstandings and respect different cultures and beliefs?

NJCCCS & COMMON CORE STANDARDS

NJCCCS



- 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.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.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.
- 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.

NJCCCS & COMMON CORE STANDARDS

CCSS
 9-10.L.1b Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1 7.1.NH.A.2, 5 7.1.NH.B.4, 5 7.1.NH.C.3, 4 DOK 3	<p>Choice 1: In pairs, students will create a dialog which compares the typical day in the life of an American family and that of an Italian family. One student will assume the role of a typical Italian adolescent, and the other student will base their portion of the conversation on their own family experience. Students will talk to each other about how their day starts, activities they do with their families, and how it ends. They will use verbs like <i>avere, dovere, fare, andare</i>, and other regular verbs ending in <i>-are, -ere, or -ire</i>. Each group will create 8 sentences on both sides of the conversation for a total of 16, not including greetings.</p>
LG1 EU1, EQ1 EU2, EQ2 7.1.NH.A.4, 5 7.1.NH.B.1, 5 7.1.NH.C.3, 4 DOK 3	<p>Choice 2: Students will create a family album (bound or digital) or a video of a specific family event (e.g., birthday party, graduation, religious milestone, etc.) that takes place in their household using unit vocabulary and grammar structure. They will write and present 8-10 sentences using verbs like <i>avere, dovere, fare, andare</i> and other regular verbs ending in <i>-are, -ere, or -ire</i>:</p> <ul style="list-style-type: none"> • identify and illustrate their family and relatives; • explain what activities happen during the celebration; • compare and contrast an Italian’s view on family with their own.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will create a family tree identifying each member of the family, including relatives, and show relationships between members. Students will practice their understanding of sentence structure and parts of speech (subject, verbs, noun and adjective agreement, possessive adjectives) by describing their family members and comparing the ages of various family members (young, old, etc.) using unit vocabulary and grammar. Students will write in complete sentences and share with the class.</p> <p> <i>For students who have difficulty writing complete sentences, provide a subject/verb chart and a word bank.</i></p> <p><i>Advanced students</i> should write a paragraph rather than separate sentences.</p>	<p>Vocabulary related to family members Parts of speech Sentence structure Prepositions</p>	<p>Use unit vocabulary in context</p> <p>Construct sentences using present tense of <i>essere</i> and <i>avere</i></p> <p>Apply noun-adjective agreement rules in descriptions</p> <p>DOK 2</p>
<p>Students will use signs to communicate possessive adjective and noun agreement. Students will be placed into groups of 3-4, and will be assigned a possessive adjective (my, your, etc.). Members of the group will be provided with a large, printed copy of a possessive form; they will be required to display that possessive form to the class when a corresponding noun is shown. At the front of the classroom, the teacher will have spaces available for each group, labeled “MY,” “YOUR,” etc. The teacher will project a noun at the SMART Board, and the correct student from each group will have to move in front of their assigned position at the front of the class to demonstrate agreement with the noun indicated. The exercise can be repeated continually, to review rules of gender and number for the various types of nouns.</p> <p> <i>For students who have difficulty differentiating the rules of possessives, a chart of the various possessive forms can be utilized during the activity.</i></p> <p><i>Advanced students</i> can serve as group leaders and explain why one form is correct, and another is not.</p>	<p>Forms of possessive adjectives</p>	<p>Differentiate singular and plural subjects; apply rules of adjective agreement to the gender and number of a given subject</p> <p>DOK 2</p>
<p>Create an irregular and regular verb chart with 6 columns on different boards, preferably side by side, labeled: <i>io, tu, lui/lei, noi, voi, loro</i>. On one board, students provide conjugations of regular <i>-ire</i> verbs; on the other, students provide conjugations of <i>-ire</i> verbs with the <i>-isc</i> suffix. Have students use a different color pen when writing the <i>io, tu, lui/lei, and loro</i> forms to emphasize that they have different conjugations.</p>	<p>Regular <i>-ire</i> verbs <i>-isc</i> suffix</p>	<p>Apply conjugation procedures to irregular verbs in all forms</p> <p>Show subject/verb agreement</p> <p>DOK 2</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will compare and contrast regional Italian cuisine and eateries and role play ordering food at a typical Italian restaurant expressing food preferences.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	<p>The student can:</p> <ul style="list-style-type: none"> • order foods in writing and speaking with accurate spelling, pronunciation and sentence structure; • describe the actions that customers and waiters perform at a restaurant in writing and speaking with accurate spelling, pronunciation and sentence structure; • identify the similarities and differences between the eating habits of people in the United States and Italy; • engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically; • identify and recall –are, irregular verbs of <i>dare, fare, andare, stare</i> in present tense; • identify and recognize –are, -ere and -ire regular verbs in present tense; • identify and recognize –ire irregular verbs of <i>venire, uscire e dire</i>; • differentiate types of restaurants in Italy; • identify, recall and classify the various Italian meals of the day; • identify, recall and distinguish dining and food vocabulary; • identify and recall and incorporate the partitive in sentences; • classify and categorize foods according to types and regions.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance in or makes multiple errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

EU1: Italian cuisine is varied and diverse, reflecting the region and resources.

EQ1: What misconceptions do Americans have about Italian cuisine?

EU2: Italians have their own traditions and regional cuisine, especially during important holidays and occasions.

EQ2: Why is food so important in Italian culture, especially during important holidays and special occasions?

EU3: When visiting restaurants in Italy, there is appropriate etiquette to order food and beverages.

EQ3: How do I act appropriately in a restaurant in Italy?

NJCCCS & COMMON CORE STANDARDS

NJCCCS

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

NJCCCS & COMMON CORE STANDARDS





- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

CCSS

- 9-10. RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- 9-10..RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
- 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG1 EU1, EQ1 EU 2, EQ2 EU3, EQ3 7.1.NM.A.1, 2, 3, 4, 5 7.1.NM.B.2, 3, 5 7.1.NM.C.3, 5 DOK 4</p>	<p>Choice # 1: Students will write and present a skit (filmed or live) about ordering food in typical Italian restaurant. They will work collaboratively in groups of 3 to 4 students to create a typical Italian restaurant and to play the roles of customers and waiters. Students will identify the characteristics of their restaurant based on regional influences. In the dialogues, students need to include an introduction (Which restaurant are we going to and why?) in which the students will compare the differences in restaurant types. Then they will order a complete formal lunch (<i>pranzo</i>) or dinner (<i>cena</i>). This will include an appetizer, a first course, a second course, side dishes/vegetables, beverages, and dessert. They must have a menu prepared with at least 3 choices for each category listed above. Each “customer” must order their own complete meal, and the waiter/waitress, must have a list of specials to present to the customers (one for each menu category) that is NOT included on the menu. Students will present this dialogue to the class and act it out, or film and present it to the class.</p> <p><i>Le Parole Utili:</i></p> <ul style="list-style-type: none"> • <i>Ordinare- to order (must be conjugated)</i> • <i>Gli speciali- the specials</i> • <i>Sono-</i> • <i>E`-</i> • <i>Che cosa vorresti/desideri come _____?</i> • <i>Che cosa vorreste/desiderate come _____?</i> • <i>Vorresti/Vorreste/desideri/desiderate qualcosa da bere?</i> • <i>Buon giorno-</i> • <i>Buona sera-</i> • <i>Si accomodi/accomodino</i>
<p>LG1 EU3, EQ3 7.1.NM.A.1, 2, 3, 4, 5 7.1.NM.B.2, 3, 5 7.1.NM.C.3, 5 DOK 3, 4</p>	<p>Choice # 2: Students will write and exhibit a collage, multimedia presentation, scrapbook, etc. about a birthday party menu for a friend’s birthday celebration. Students must create a complete monologue including comparisons of which regional dishes to incorporate and a menu with a minimum of 3 items for each of the categories: <i>antipasto, primo piatto, secondo piatto, contorno, dolce, frutta e bibite</i>; a formal table setting with a minimum of 10 items on the table. Students will present to the class.</p> <p><i>Le Parole Utili:</i></p> <ul style="list-style-type: none"> • <i>Apparecchiare la tavola</i> • <i>Andare alla festa</i> • <i>Comprare il regalo,</i> • <i>Per chi e’ il compleanno?</i> • <i>Dov’e’ la festa?</i> • <i>A che ora e’ la festa?</i> • <i>Quanti hannu compie il tuo amico/la tua amica?</i> • <i>A chi inviti alla festa?</i> • <i>Qual’e il menu’ per la festa?</i> • <i>Quali sono gli antipasti, i primi piatti e i secondi piatti?</i> • <i>Quali sono i contorni, i dolci, la frutta e le bibite?</i> • <i>Che cosa scrivi sull’invito?</i>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students can practice verb and vocabulary skill-building by:</p> <ol style="list-style-type: none"> 1. Creating flash cards 2. Playing BINGO 3. Playing concentration games 4. Solving word puzzles 5. Playing fly-swatter games 6. Playing Tic-Tac-Toe 7. Playing Battleship 8. Creating sentence strips 9. Word splash  <p>Students will increase their exposure to the target language by completing various listening activities, songs, YouTube videos, Quizlet activities, Quia activities, and Edmodo activities, and using their own personal devices for further activities.</p> 	<p>Present tense of <i>-are, -ere, -ire</i> verbs Present tense of irregular verbs in <i>-are</i> Vocabulary related to food Variations of Italian meals Variations of Italian restaurants</p>	<p>Identify figurative, connotative, and technical words and phrases</p> <p>DOK 2</p>
<p>Students can practice making comparisons of Italian and American restaurants, food, and eating customs with:</p> <ol style="list-style-type: none"> 1. Jigsaw activities 2. Venn Diagrams 3. Role playing 4. Graphic organizers 5. Take-aways 6. Quick-write 7. Words-Splash 8. White board activity  <p>Students will increase their exposure to the target language by completing various listening activities, songs, YouTube videos, Quizlet activities, Quia activities, Edmodo activities, and WordReference.com activities , and using their own personal devices for further activities.</p> 	<p>Present tense of <i>-are, -ere, -ire</i> verbs Present tense of irregular verbs in <i>-are</i> Vocabulary related to restaurants Variations of Italian meals Variations of Italian restaurants</p>	<p>Name and label tangible cultural products and imitate cultural practices from the target culture(s)</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p> <p>DOK 3</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will identify and describe articles of clothing, discuss their shopping and style preferences, compare the importance of fashion in Italian and American culture and society, and associate the "Made in Italy" label to luxury brands and high quality standards.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	The student can: <ul style="list-style-type: none"> • compare and contrast elements of Italian and American fashion styles; • engage in short conversations, ask and answer questions, and make statements from real-life situations which may take place face-to-face or electronically about clothing and fashion styles; • speak with clear and appropriate pronunciation and sentence structure; • write with accurate spelling and sentence structure; • Identify and recall fashion vocabulary; • identify and apply the verb <i>piacere</i>; • recognize and identify possessive adjectives such as <i>il mio, il tuo, il suo, il nostro, il vostro, il loro</i> and their variations; • recognize and implement the demonstrative adjectives <i>questo</i> and <i>quello</i>.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance in or makes multiple errors in attempting to reach level 3.
0	Even with help, the student does not exhibit understanding of performances listed in level 3.

ENDURING UNDERSTANDINGS

EU1: Italian fashion has a significant influence in the world.

EU2: Learning a foreign language is a building block; repetition and immersion are the key to language acquisition.

ESSENTIAL QUESTIONS

EQ1a: Why does fashion and *la bella figura* matter in Italian culture?
EQ1b: How does Italian fashion influence today's youth?

EQ2a: How does learning a foreign language help one improve decision-making, life skills, and employment opportunities?
EQ2b: What are the personal benefits to learning a foreign language?

NJCCCS & COMMON CORE STANDARDS

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

NJCCCS & COMMON CORE STANDARDS

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.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.

CCSS

9-10.RI.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.





9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.L.1b Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, b and c 7.1.NH.A.1, 2, 3, 4, 5 7.1.NH.B.2, 3, 5 7.1.NH.C.2, 5 DOK 4	In groups of 2-3, students will create and present a specific Italian designer fashion show as if it were during Milan's fashion week. In this fashion show, the students must: <ul style="list-style-type: none">• decide on outfits for each group member which could be worn on the day of the presentation;• write a detailed narrative of each outfit;• include relevant commands;• include any relevant props, music, scenery etc. to enhance the performance.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Role Play: Students will be put in a shopping scenario. They are to show each other's specific articles of clothing using taught structures, ask each other whether they like the items or not and explain why (colors, size, fit, etc). Lastly, they will identify the brand of the items.</p> <p> For students who have difficulty expressing likes and dislikes, a chart of the expressions can be utilized during the activity.</p> <p><i>Advanced students</i> can serve as group leaders and explain why one form is correct, and another is not.</p>	<p>Vocabulary related to fashion</p> <p>Present tense of <i>piacere</i></p> <p>Demonstrative adjectives</p> <p>Possessive adjectives</p>	<p>Apply the use of familiar vocabulary to identify items of clothing, express likes and dislikes and explain the reason why they like or dislike the items of clothing</p> <p>DOK 3</p>
<p>Infogap activity: Students can practice verb and vocabulary skill-building by:</p> <ol style="list-style-type: none"> 1. Creating flash cards 2. Playing BINGO 3. Playing concentration games 4. Solving word puzzles 5. Playing fly-swatter games 6. Playing Tic-Tac-Toe 7. Playing Battleship 8. Creating sentence strips <p> For students who have difficulty organizing information, they may use word banks, vocabulary/verb lists, class notes, and ancillary worksheets and/or practices.</p>		<p>Classify vocabulary pertaining to clothing</p> <p>DOK 2</p>
<p>Students can practice making comparisons of Italian and American shopping styles by engaging in activities such as:</p> <ol style="list-style-type: none"> 1. Jigsaw activities 2. Venn Diagrams 3. Role playing 4. Graphic organizers 5. Take-aways 6. Quick-write 7. Word splash 8. White board activity <p></p> <p> Students will increase their exposure to the target language by completing various listening activities, songs, YouTube videos, Quizlet activities, Quia activities, Edmodo activities, and WordReference.com activities, and using their own personal devices for further activities.</p>	<p>American and Italian shopping habits and fashion styles</p>	<p>Recognize and identify similarities and differences of Italian and American shopping styles applying the use of vocabulary and specific adjectives</p> <p>DOK 3</p>