

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

ITALIAN 2

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

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

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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ACADEMIC ITALIAN II

COURSE PHILOSOPHY

Italian II supports students' development of skills to navigate a dynamic, technologically-driven global society in which students gain a deeper perspective of the world through the study of other languages. Through this study, students can further explore their passions as they apply language skills and concepts to analyze, assess, and criticize interdisciplinary topics. Students engage in meaningful written and spoken communication at the novice-high level progressing to the intermediate level in order to make connections, comparisons, and develop a deeper understanding of the Italian language and culture. The intermediate level of language study cultivates an awareness that language and culture are interrelated, which is a fundamental element of 21st century citizenship.

COURSE DESCRIPTION

Throughout *Italian II*, students will increase their knowledge of Italian language structures and vocabulary in order to communicate more proficiently in real-life situations. Students will improve their reading, writing and speaking skills through cognitively complex tasks in order to cultivate a sense of global awareness. By the end of the course, students will engage in meaningful conversations by comparing and contrasting the Italian and American culture.

COURSE SUMMARY

COURSE GOALS

CG1: Students will communicate meaningfully about real-life situations and events in a culturally-appropriate manner.

CG2: Students will apply their language skills to analyze and synthesize information from multiple sources such as authentic readings, conversations, and written tasks.

CG3: Students will analyze the differences and similarities of their own culture and Italian culture, making connections and valuing differences.

COURSE ENDURING UNDERSTANDINGS

CEU1: Proper grammar and sentence structure are fundamental in communicating meaningfully in a variety of different situations or contexts.

CEU2: Interpretation of authentic text leads students to more natural language use.

CEU3: Language and culture are directly related.

COURSE ESSENTIAL QUESTIONS

CEQ1: Why does grammar matter in meaningful communication?

CEQ2: How can reading improve your Italian proficiency?

CEQ3: Besides speaking a language, what makes a person part of a culture?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<u>1: Nel tempo libero</u> <i>(My free time)</i>	Students will discuss and compare what they do in their free time, drawing connections with Italian teenagers.	7 weeks
<u>2: Una giornata tipica</u> <i>(Daily Routine)</i>	Students will compare and contrast their daily routines to that of a typical Italian student.	7 weeks
<u>3: Come ti vesti?</u> <i>(Fashion)</i>	Students will draw conclusions about fashion trends in the United States and Italy and their impact within popular culture.	6 weeks
<u>4: Ceniamo insieme</u> <i>(Food and cuisine)</i>	Students will contrast specialty food shops and Italian eateries to discuss shopping habits and meal preparation methods.	7 weeks
<u>5: Com'eri?</u> <i>(My childhood)</i>	Students will make distinctions about past events from their childhood comparing and contrasting with their peers.	7 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will discuss and compare what they do in their free time, drawing connections with Italian teenagers.

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.
3	The student can: <ul style="list-style-type: none"> • construct meaningful questions and responses about what they do during their free time; • create detailed descriptions about friends'/family's favorite pastimes using multiple sentences; • make predictions about people's likes and dislikes based on contextual descriptions; • differentiate the usage of idiomatic expressions in daily interactions; • make connections between the daily activities of American teenagers to those of Italian teenagers.
2	The student can: <ul style="list-style-type: none"> • identify and express vocabulary about free time and activities; • recognize conjugations of present tense <i>-are, -ere, and -ire</i> verbs; • use idiomatic expressions of <i>avere</i> and <i>essere</i> appropriately; • recognize key words and expressions in context; • identify and define interrogative expressions; • provide simple descriptions about friends/family favorite pastimes.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU1: Proper grammar and sentence structure are fundamental in communicating meaningfully in a variety of different situations or contexts.

CEQ1: Why does grammar matter in meaningful communication?

CEU3: Language and culture are directly related.

CEQ3: Besides speaking a language, what makes a person part of a culture?

EU1: Pastimes and the concept of leisure time differ across cultures.

EQ1: How does culture influence what people do with leisure time?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG1 CEU1, 3 EU1 CEQ1, 3 EQ1 7.1.NH.A.4, 5 7.1.NH.B.3, 4 7.1NH.C.3 9-10.WHST.5 DOK 3</p>	<p>Option 1: In pairs students will create and present a collage (digital or tangible) of leisure activities and pastimes that they participate in regularly, comparing and contrasting their activities to that of Italian teenagers'. Student A will create and present a collage on the Italian teenage life while Student B will present the American students' life. After each student presents, they will answer five questions regarding their presentation by the audience.</p> <p>Must include: 8-10 activities presented in the unit, 8-10 verbs in the present tense covered in the unit, a variety of subjects (<i>io, lei/lui, noi</i>)</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Dove partecipi a queste attività?</i> • <i>Quali sono le tue attività preferite da fare nel tuo tempo libero?</i> • <i>Quali attività preferisci di meno?</i> • <i>Hai bisogno di soldi per partecipare a queste attività? Quanti?</i> • <i>Chi ti porta a queste attività?</i> • <i>Perché ti piacciono queste attività?</i> • <i>Quanto tempo impieghi con queste attività?</i> • <i>Puoi fare queste attività tutto l'anno?</i> • <i>Fai parte di una squadra o partecipi da solo/a?</i> <p>Guiding Questions (for post-presentation discussion):</p> <ul style="list-style-type: none"> • <i>Con chi...?</i> • <i>Quando...?</i> • <i>Dove...?</i> • <i>A che ora...?</i> • <i>Perché...?</i> • <i>Cosa...?</i> <p>Option 2: Students will pretend that there is a new Italian exchange student in their class. They will write and perform (recorded or live) an original role-play in which they discuss American past times and leisure activities in comparison to those of an Italian student.</p> <p>Must include: 8-10 activities presented in the unit, 8-10 verbs in the present tense covered in the unit, a variety of subjects (<i>io, lei/lui/noi</i>)</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Qual è il tuo passatempo preferito?</i> • <i>Cosa fai quando sei contento(a)?</i> • <i>Cosa fai quando sei triste?</i> • <i>Cosa fai dopo scuola?</i> • <i>Cosa fai nel tuo tempo libero?</i> • <i>Partecipi a qualche società scolastica?</i> • <i>Qual è il passatempo preferito negli Stati Uniti? Ed in Italia?</i>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
<p><i>avere</i> common present tense verbs ending in <i>-are/-ere/ire</i> <i>essere</i> idiomatic expressions such as: <i>avere fame, avere sonno, and avere sete</i> <i>mi piacciono</i> <i>mi piace</i> <i>non mi piacciono</i> <i>non mi piace</i></p> <p>vocabulary related to: activities in Italian culture calendar description of others expressions of courtesy family greetings past times and hobbies personal description places within a city school activities and events time</p>	Identify words and phrases in context (DOK 1)	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.
	Interpret complex authentic materials to summarize and paraphrase (DOK 2)	
	Make inferences about culturally authentic materials (DOK 2)	
	Identify people, places, objects, and activities in daily life (DOK 1)	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
	Make predictions about people’s likes and dislikes based on contextual description (DOK 2)	
	Listen to native speakers and summarize in English (DOK 2)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	Illustrate the <i>avere</i> and <i>essere</i> idiomatic expressions (DOK 1)	7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target cultures(s)/language during daily interactions.
	Interpret idiomatic expressions to be used in daily interactions (DOK 2)	
	Construct meaningful questions and responses using unit vocabulary (DOK 2)	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
Define interrogative expressions (DOK 1)		
Create descriptions about friends/family favorite past times using multiple sentences (DOK 3)	7.1.NH.C.3 Describe in writing people and things from the home and school environment.	
Develop and strengthen writing by planning, revising, editing and re-writing (DOK 3)	9-10 WHST.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.	
Determine the meaning of domain-specific vocabulary and phrases used in a scientific or technical context relevant to grades 9-10 texts and topics (DOK 2)	9-10.RST.4 Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will compare and contrast their daily routines to that of a typical Italian student.

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.
3	The student can: <ul style="list-style-type: none"> engage in detailed conversations about their typical day; construct meaningful questions and responses about what, where and how their daily activities occur; make connections between the daily routines of American students to those of Italian students; differentiate the usage of reflexive vs. non-reflexive actions; differentiate the usage of subject pronouns vs. reflexive pronouns. explain their daily routine in speaking and writing. compare and contrast their daily routine to that of others in speaking and writing
2	The student can: <ul style="list-style-type: none"> recognize conjugations of present tense reflexive and reciprocal verbs; use adverbs appropriately; recognize key words and expressions in context; identify and define interrogative expressions; provide simple descriptions about their typical day.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.
ENDURING UNDERSTANDINGS	
CEU1: Proper grammar and sentence structure are fundamental in communicating meaningfully in a variety of different situations or contexts.	ESSENTIAL QUESTIONS
CEU3: Language and culture are directly related.	CEQ1: Why does grammar matter in meaningful communication?
EU1: Daily activities and routine vary across cultures.	CEQ3: Besides speaking a language, what makes a person part of a culture?
	EQ1: What influences your daily routine?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 3, EU1 CEQ1, 3, EQ1 7.1.NH.A.3, 4 7.1.NH.B.4 7.1.NH.C.2 9-10.WHST.5 DOK 3	<p>Option 1: Students will illustrate and describe the daily routine of a fictional Italian character’s entire day. Students will then compare and contrast their fictional character with that of another student’s in a mini-conversation.</p> <p>Must include: 8-10 reflexive verbs, 8-10 non-reflexive verbs, vocabulary related to hygiene and parts of the body</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Quante volte al giorno...?</i> • <i>Qual è la prima cosa che fai?</i> • <i>Quando fai...?</i> • <i>Cosa fai prima di andare a letto?</i> • <i>A che ora ti svegli la mattina?</i> • <i>Cosa fai prima di andare a scuola?</i> • <i>Cosa fai per colazione?</i> • <i>A che ora arrivi a scuola?</i> • <i>Come arrivi a scuola?</i> • <i>Come lla tua giornata a scuola?</i> • <i>A che ora pranzi?</i> • <i>Cosa mangi per pranzo?</i> • <i>Quali corsi segui?</i> • <i>Quali corsi ti piacciono/non ti piacciono?</i> • <i>Cosa fai la sera?</i> • <i>Spiegghi come la tua routine quotidiana è simile/diversa di quella di un adolescente italiano/a.</i>
	<p>Option 2: Students will pretend that their Italian cousin comes to visit and wants to know what the daily routine of a typical American high school student entails. Students will write and perform (recorded or live) a role play in which they compare and contrast their daily routines.</p> <p>Must include: 8-10 reflexive verbs, 8-10 non-reflexive verbs, vocabulary related to hygiene and parts of the body</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>Descrivi la tua routine quotidiana</i> • <i>Prima, poi, dopo</i> • <i>Ti svegli, ti alzi, ti addormenti</i> • <i>Quante volte al giorno...?</i> • <i>Tu e i tuoi amici vi vedete, vi mandate un SMS</i> • <i>Ti lavi i denti, ti pettini, ti trucchi,</i> • <i>Quando fai...?</i> • <i>La colazione, il compito, la merenda</i> • <i>Quando ti lavi?</i> • <i>A che ora pranzi?</i> • <i>Esci, pranzi, ceni, vai a scuola, parli ogni giorno</i> • <i>Cosa fai prima di andare a letto?</i>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
adverbs reciprocal verbs reflexive pronouns vs. subject pronouns reflexive verbs reflexive vs. non-reflexive verbs vocabulary related to: daily activities <i>la bella figura</i> parts of the body personal hygiene rooms within the house	Interpret questions and create logical answers (DOK 2)	7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
	Compare and contrast daily routines (DOK 2)	7.1.NH.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the uses of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
	Apply concepts used in class together with technology to demonstrate understanding of information (DOK 3)	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.
	Engage in an impromptu/spontaneous conversation about your typical day (DOK 3)	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.
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 3)	9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Follow precisely a complex multistep procedure when performing technical tasks (DOK 3)	9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Identify words and phrases in context (DOK 1)	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.
	Interpret complex authentic materials to summarize and paraphrase (DOK 2)	
	Make inferences about culturally authentic materials (DOK 2)	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
	Identify people, places, objects, and activities in daily life (DOK 1)	
	Make predictions about peoples likes and dislikes based on contextual description (DOK 2)	7.1NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
	Define interrogative expressions (DOK 1)	
	Construct meaningful questions and responses using unit vocabulary (DOK 2)	9-10.WHST.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.
	Develop and strengthen writing by planning, revising, editing and re-writing (DOK 3)	

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will draw conclusions about fashion trends in the United States and Italy and their impact within popular culture.

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.
3	The student can: <ul style="list-style-type: none"> • create detailed meaningful exchanges about fashion trends; • synthesize information from different sources about fashion in Italy to compare to the United States; • assess the importance of fashion within popular culture; • differentiate between appropriate forms of <i>questo</i> and <i>quello</i>; • construct descriptions integrating direct object pronouns appropriately; • formulate complex sentences in the past using the auxiliary verb <i>avere</i>.
2	The student can: <ul style="list-style-type: none"> • create simple exchanges about fashion trends; • recall information about fashion in Italy to compare to the United States; • use forms of <i>questo</i> and <i>quello</i>; • identify direct objects with direct object pronouns; • use the present perfect tense with the auxiliary verb <i>avere</i>.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.
ENDURING UNDERSTANDINGS	
CEU1: Proper grammar and sentence structure are fundamental in communicating meaningfully in a variety of different situations or contexts.	ESSENTIAL QUESTIONS
CEU2: Interpretation of authentic text leads students to more natural language use.	CEQ1: Why does grammar matter in meaningful communication?
EU1: Multiple elements influence fashion trends.	CEQ2: How can reading improve your Italian proficiency?
	EQ1: Who decides what is fashionable?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG1 CEU1, 2, EU1 CEQ1, 2, EQ1 7.1.NH.A.7 7.1.NH.B.2 7.1.NH.C.5 9-10.WHST.7 DOK 3</p>	<p>Option 1: Students will choose and research a famous Italian designer who participated in a recent fashion week. Students will work in small groups to become fashion commentators on one of their fashion shows, drawing conclusions about trends in the US and Italy and the impact on popular culture.</p> <p>Must include:</p> <ul style="list-style-type: none"> • designer information, colors • clothing vocabulary and adjectives; demonstrative adjectives • appropriate verbs in the present tense • description of two models in detail using above requirements <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Chi è lo/la stilista?</i> • <i>Da dove viene lo/la stilista?</i> • <i>Per chi è la linea?</i> • <i>Che tipo di abbigliamento è?</i> • <i>Di che tessuto è?</i> • <i>Che colore è?</i> • <i>In quale occasione mettiamo il capo d'abbigliamento?</i> <p>Option 2: In pairs, students will create two store windows, one for an Italian designer and one for a comparable American designer. Students will then use their store windows to compare and contrast American and Italian fashion trends in order to draw conclusions. Each person will present their own store window.</p> <p>Must include:</p> <ul style="list-style-type: none"> • clothing vocabulary and adjectives • demonstrative adjectives • colors, fabrics, styles, prices • appropriate verbs in the present tense • at least three complete outfits including accessories in each “window” <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Paragonate le due vetrine.</i> • <i>Come si chiama lo/la stilista da cui vengono i capi d'abbigliamento?</i> • <i>Di che colori sono i capi d'abbigliamento?</i> • <i>Descrivi i tre completi.</i> • <i>Per quale occasione compri questi completi?</i> • <i>Quale stilista ti piace di più?</i> • <i>Quali capi costano di più/di meno?</i> • <i>Come sono simili o diversi le linee degli stilisti?</i>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
direct object pronouns Italian designers and clothing brands present perfect tense present tense verbs related to shopping such as <i>costare, indossare, provare, pagare, dovere, potere, volere</i> regular and irregular past participles vocabulary related to: (clothing, sizes, materials, styles, accessories) colors fashion <i>questo/quello</i> shopping time expressions	Use context clues to interpret the meaning of key expressions or phrases (DOK 2)	7.1.NH.A.7 Occasionally infer the meaning of few unfamiliar words in highly contextualized situations.
	Make connections between linguistic components in text (DOK 3)	7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.
	Construct clear and cohesive questions and phrases (DOK 3)	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.
	Create meaningful exchanges about cultural products and practices (DOK 3)	7.1.NH.C.5 Tell or write about cultural products associated with target culture(s) and identify how the products and practices are derived from the cultural perspectives.
	Integrate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem (DOK 4)	9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
	Conduct short and sustained research projects to narrow or broaden a topic as appropriate (DOK 4)	9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Interpret questions and create logical answers (DOK 2)	7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
	Compare and contrast fashion trends (DOK 2)	7.1.NH.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the uses of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
	Identify people, places, objects, and activities in daily life (DOK 1)	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
	Listen to native speakers and summarize in English (DOK 2)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
	Apply concepts used in class together with technology to demonstrate understanding of information (DOK 4)	7.1.NH.B.1 Use digital tool to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
	Interpret idiomatic expressions (DOK 2)	7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target cultures(s)/language during daily interactions.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Define interrogative expressions (DOK 1) Construct meaningful questions and responses using unit vocabulary (DOK 2)	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
	Engage in an impromptu/spontaneous conversation in a typical fashion exchange (DOK 3)	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.
	Create descriptions about what friends/family are wearing (DOK 2)	7.1.NH.C.3 Describe in writing people and things from the home and school environment.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will compare and contrast specialty food shops and Italian eateries to discuss shopping habits and meal preparation methods.

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.
3	The student can: <ul style="list-style-type: none"> • assess the importance of specialty store shopping for Italians; • create detailed meaningful exchanges in relation to preparing a meal; • synthesize information from different sources about the origin of a particular regional dish; • formulate descriptions of likes/dislikes integrating indirect object pronouns and the verb <i>piacere</i>; • formulate complex sentences in the past using the auxiliary verbs <i>essere</i> and <i>avere</i>; • differentiate which verbs take the auxiliary verbs <i>essere</i> and <i>avere</i>.
2	The student can: <ul style="list-style-type: none"> • identify the specialty stores and Italian eateries; • use simple sentences in relation to preparing a meal; • infer some information from different sources about the origin of a particular dish; • formulate simple sentences incorporating the verb <i>piacere</i> and indirect object pronouns; • use the present perfect with the auxiliary verb <i>essere</i>; • identify which verbs take the auxiliary verb <i>essere</i> or <i>avere</i>.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.
ENDURING UNDERSTANDINGS	
CEU1: Proper grammar and sentence structure are fundamental in communicating meaningfully in a variety of different situations or contexts.	ESSENTIAL QUESTIONS
CEU2: Interpretation of authentic text leads students to more natural language use.	CEQ1: Why does grammar matter in meaningful communication?
EU1: Geography is an influence on regional cuisine.	CEQ2: How can reading improve your Italian proficiency?
	EQ1: Does where you live affect what you eat?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2 EU 1 CEQ1, 2, EQ1 7.1.IL.A.3, 4, 7 7.1.IL.B.2 7.1.IL.C.2, 5 9-10.WHST.4 9-10.RST.4 DOK 4	<p>Option 1: <i>Part 1</i>--Working in pairs, students will research food shopping habits and specialty shops found in a specific Italian region. Students will then create a culinary brochure highlighting the specialty items and where one would go to purchase the ingredients needed to create these dishes. <i>Part 2</i>--Students will then select one of the regional dishes from their brochure to prepare for a special occasion. Students will take the class on a virtual trip as they make the purchases in order to create this regional dish (each pair of students will choose a different region).</p> <p>Must include:</p> <ul style="list-style-type: none"> • region description (location, type of cuisine, three regional dishes) • at least four different specialty shops • correct units of measure when purchasing items • appropriate present tense verbs <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Dove compri i prodotti per il tuo piatto?</i> • <i>Da dove viene il piatto che prepari?</i> • <i>Quali sono gli ingredienti necessari per preparare questo piatto?</i> • <i>Per quante persone è il piatto che prepari?</i> <hr/> <p>Option 2: As you travel throughout Italy, you decide to blog about the favorite dishes you have eaten. You are excited to tell people about the shops you visited in order to recreate your favorite regional dishes. Share your blog with the audience, who must provide comments on at least five blogs, in the form of questions or statements.</p> <p>Must include:</p> <ul style="list-style-type: none"> • region description (location, type of cuisine, two other regional dishes) • at least four different specialty shops • correct units of measure when purchasing items • appropriate present tense verbs <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Come si chiama il piatto che prepari?</i> • <i>Da dove viene il piatto?</i> • <i>In che negozio vai a comprare gli ingredienti necessari per preparare il piatto?</i> • <i>Che tipo di piatto è?</i> • <i>È facile o difficile da preparare questo piatto?</i> • <i>Per quale occasione prepari questo piatto?</i> • <i>Per quante persone è il piatto?</i> • <i>È difficile a trovare gli ingredienti per questo piatto?</i> • <i>Quanto costano gli ingredienti per questo piatto?</i> • <i>Perché hai scelto questo piatto regionale?</i> • <i>Troviamo questo piatto nella cucina Italo-americana degli Stati Uniti?</i>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
direct object pronouns with verbs such as: <i>comprare, cucinare, preparare, mangiare, assaggiare, prendere, andare.</i> indirect objects pronouns with verb <i>piacere</i> present perfect tense with <i>essere</i> <i>avere</i> <i>paragonare</i> <i>vendere</i> specialty shops vocabulary related to: food stores Italian eateries meals	Make observations about culturally authentic materials (DOK 2)	7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette in the target culture and in one's own culture.
	Construct clear and cohesive sentences (DOK 3)	7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
	Interpret questions and create logical answers (DOK 2)	7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
	Identify strong and thorough textual evidence (DOK 1)	7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
	Create culturally appropriate scenarios (DOK 4)	7.1.IL.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.
	Apply acquired concepts in role-play situations (DOK 4)	7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
	Compare and contrast shopping habits in the Italy and the USA (DOK 3)	7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Determine the meaning of domain-specific vocabulary and phrases used in a scientific or technical context relevant to grades 9-10 texts and topics (DOK 2)	9-10.RST.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 3)	9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will make distinctions about past events from their childhood comparing and contrasting with their peers.

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.
3	The student can: <ul style="list-style-type: none"> • use descriptive language to describe one's childhood; • incorporate colloquial, adverbial and useful expressions in meaningful exchanges with peers; • formulate complex sentences using the imperfect tense to describe one's childhood; • differentiate when to use the imperfect tense in comparison to the present perfect tense in speaking and writing tasks; • generate and apply a student selected list of essential vocabulary to compare and contrast childhood experiences.
2	The student can: <ul style="list-style-type: none"> • recognize descriptive language to describe one's childhood; • identify colloquial, adverbial and useful expressions in meaningful exchanges with peers; • formulate simple sentences using the imperfect tense to describe one's childhood; • identify patterns between the present perfect and imperfect tenses; • generate a student selected list of vocabulary to compare and contrast childhood experiences.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.
ENDURING UNDERSTANDINGS	
CEU1: Proper grammar and sentence structure are fundamental in communicating meaningfully in a variety of different situations or contexts.	ESSENTIAL QUESTIONS
CEU2: Interpretation of authentic text leads students to more natural language use.	CEQ1: Why does grammar matter in meaningful communication?
	CEQ2: How can reading improve your proficiency?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2 CEQ1, 2 7.1.IL.A.2, 3, 4, 5, 7 7.1.IL.B.3, 5 7.1.IL.C.2 DOK 4	<p>Option 1: Students will create a digital or tangible storybook with illustrations of their childhood experiences and compare/contrast them to those of another student in the form of a dialogue. The audience (students not presenting) will create a Venn diagram of similarities/differences between the two students presenting.</p> <p>Must include:</p> <ul style="list-style-type: none"> • 15 different events on a variety of subjects • adverbial phrases, imperfect and present perfect tenses • useful expressions of the past • vocabulary related to colloquial expressions <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Quale scuola hai frequentato?</i> • <i>Dove abitavi da bambino/a?</i> • <i>Andavi in vacanza da piccolo/a?</i> • <i>Parli di una vacanza memorabile. Dove sei andato/a? Con chi? Per quanto tempo? In che stagione?</i> • <i>Parli di un ricordo memorabile. Dove sei andato/a? Quanti anni avevi? Con chi eri? Cosa hai fatto?</i> • <i>Avevi un amico/un'amica del cuore? Come si chiamava? Com'era il tuo amico/la tua amica?</i> • <i>Qual'era il tuo giocattolo preferito?</i> • <i>Con chi giocavi da bambino/a?</i> • <i>Cosa ti piaceva mangiare?</i> <p>Option 2: Students will role-play an interview in which they ask questions to another student about their childhood using items from their childhood. Using set adverbial phrases, students will gather items from their childhood such as small toys, pictures, souvenirs, etc. and include an adverbial phrase associated with the <i>passato prossimo</i> or <i>imperfetto</i> on each item. Students will each place the items in a brown bag, anonymously exchange bags, and use the items with their respective adverbial phrase as the source to create their questions.</p> <p>Must include:</p> <ul style="list-style-type: none"> • 15 different events • adverbial phrases, interrogatives, imperfect and present perfect tenses • useful expressions of the past • vocabulary related to colloquial expressions <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Dove sei nato/a?</i> • <i>Dove sei cresciuto/a?</i> • <i>Cosa facevi da bambino/a?</i> • <i>Com'eri da bambino/a?</i> • <i>Cosa sognavi di essere da adulto?</i> • <i>Quali erano le tue abitudini?</i>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
adverbial phrases compare and contrast the imperfect and present perfect tenses. imperfect tense vocabulary related to: childhood activities colloquial expressions such as: <i>passare tempo, andare a trovare, raccontare.</i> useful expressions of the past	Use context clues to infer past tense usage (DOK 2)	7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities learned about through oral or written descriptions.
	Use descriptive language to describe childhood (DOK 2)	7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
	Construct short exchanges (DOK 3)	7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
	Describe and illustrate childhood events (DOK 3)	7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Make observations about culturally authentic materials (DOK 2)	7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette in the target culture and in one's own culture.
	Construct clear and cohesive sentences (DOK 3)	7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
	Interpret questions and create logical answers (DOK 2)	7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
	Identify strong and thorough textual evidence (DOK 1)	7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
	Create culturally-appropriate scenarios (DOK 3)	7.1.IL.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.
	Apply acquired concepts in role-play situations (DOK 3)	7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
	Determine the meaning of domain-specific vocabulary and phrases used in a scientific or technical context relevant to grades 9-10 texts and topics (DOK 2)	9-10.RST.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 3)	9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.