

**Bloomfield Public Schools  
Bloomfield, New Jersey 07003**

**Curriculum Guide**

**Italian 1 CP  
Grades 9-12**

Prepared by:

**Eleanor Pellicane and Angela Siciliano-Johnson**

**Salvatore L. Goncalves, Superintendent of Schools**

**Sandra Searing, Assistant Superintendent of Curriculum and Instruction**

**Scott Orlovsky, Supervisor of Social Studies, World Languages, and ELL/Bilingual**

**Conforms to the New Jersey Core Curriculum Content Standards**

**Board Approved: September 12, 2017**

## ***Italian I CP*** **(Grades 9-12)**

**Introduction:** The study of a foreign language is a graduation requirement of the State of New Jersey and Bloomfield High School. *Italian I CP* fulfills the graduation requirement.

Language and communication are an integral part of the human experience. Students must be equipped to communicate successfully in a globally connected society. The Bloomfield School District World Language Department provides all students with the opportunity to develop social and academic linguistic proficiency in a language other than English. Through this experience students see the connection between the study of language and other disciplines, gain greater insight into the cultural aspect of the people who speak the target language, meet a qualification for entrance in a wide choice of colleges and universities, and expand their employment opportunities in the competitive global workforce. This enables all students to develop and maintain proficiency in the language of their choice.

This curriculum is aligned with the *New Jersey Student Learning Standards*. The document specifically cross-references the four 21<sup>st</sup> Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

**Mapping/Sequence:** The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

**Pacing:** A time-frame has been provided to approximate how long it would take to cover each objective. However, due to the nature of teaching a language, realistically, each objective is revisited throughout the year to reinforce and to work towards building natural patterns of speech and writing.

**Resources:** Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

**Textbook:**

*Avanti con l'italiano*

**Established Goals: New Jersey Core Curriculum Content Standards**

<http://www.nj.gov/education/cccs/2014/wl/>

**Overarching Understandings:**

1. Communication is the ability to understand and be understood in a real world context.
2. Language and culture are mutually dependent.
3. Knowledge and understanding of a culture facilitates communication.

Title of Unit	Unit 1: "Chi sei tu?"	Grade Level	Grades 9-12
Curriculum Area	Italian 1 CP	Time Frame	30 days
Developed By	Maurizio Balestra & Eleanor Pellicane		
Desired Results (Stage 1)			
Established Goals			
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic inform related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic mat topics.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classro activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily in		
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 i areas.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
Primary Interdisciplinary Connections			
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cit textual evidence when writing or speaking to support conclusions drawn from the text.		
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meani analyze how specific word choices shape meaning or tone.		
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in		
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and		

- NJSLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presented ideas and issues.
- NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts, and consulting general and specialized reference materials, as appropriate.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ Global Awareness

☒ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy

☐ Health Literacy

Transfer	
<p>Students will be able to independently use their learning to...</p> <p><b>T1 – Comprehend, recognize, and identify simple oral and written texts.</b></p> <p><b>T2 – Understand and apply simple, written, and oral conventions to everyday interactions.</b></p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p><b>U1: ethnic origin does not necessarily dictate nationality and vice-versa</b></p> <p><b>U2: throughout the world there are similarities and differences in how greetings are communicated.</b></p>	<p><b>EQ1: Is the American way of saying or doing something strange to others?</b></p> <p><b>EQ2: Do people in other places of the world do things differently? Is it "normal"?</b></p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p><u>Phonology:</u></p> <p><b>K1: the letters of the alphabet (consonants and vowels); both Italian and foreign letters</b></p> <p><u>Vocabulary:</u> (see "Appendix A: Vocabulary for Unit 1")</p> <p><b>K2: fixed expressions for doing the following:</b></p> <ul style="list-style-type: none"> <li>– saying "hello" and "good-bye"</li> <li>– asking and responding to the following questions between just two people: <ul style="list-style-type: none"> <li><i>How are you?</i>                      <i>How old are you?</i></li> <li><i>What is your name?</i>           <i>What is your nationality?</i></li> <li><i>Where are you from?</i>        <i>What is your ethnic origin?</i></li> </ul> </li> </ul> <p><b>K3: nationality/ethnicity adjectives</b></p> <p><b>K4: numbers 0-19</b></p> <p><b>K5: the verbs: <i>essere, stare, avere</i></b></p> <p><b>K6: subject pronouns: <i>io, tu, lui, lei, noi, voi, loro</i></b></p> <p><u>Syntax:</u></p> <p><b>K7: adjective agreement for both "-o adjectives" and "-e adjectives" (singular/plural and masculine/feminine forms)</b></p> <p><b>K8: both affirmative and negative forms and corresponding word order in a sentence (i.e., how to negate a verb)</b></p>	<p><b>S1: introduce themselves</b></p> <p><b>S2: greet their peers</b></p> <p><b>S3: ask, obtain, and give the following information: name, nationality, ethnic origin, age, how one is doing, and where one is from</b></p>

## Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1-T2</b> <b>U1-U2</b> <b>EG1-EQ2</b> <b>K1-K8</b> <b>S1-S3</b>	<b>Teacher-created rubrics</b> <b>Read</b> <b>Comprehend</b> <b>Analyze</b> <b>Identify</b> <b>Apply</b>	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self assessment</li> <li>• Graphic organizers</li> <li>• Speaking exercises</li> <li>• Journal entries</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Listening and speaking test</li> </ul>
<b>T1-T2</b> <b>U1-U2</b> <b>EG1-EQ2</b> <b>K1-K8</b> <b>S1-S3</b>	<b>Apply</b> <b>Recall</b> <b>Investigate</b> <b>Evaluate</b> <b>Compare/contrast</b>	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure/exit slips</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		Summative <ul style="list-style-type: none"> <li>• Create dialogues/interviews using selected vocabulary</li> <li>• Selected writing assignments</li> <li>• Online research</li> </ul>

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	<p><b><u>Show that you understand the proper turn-taking required in a dialogical exchange.</u></b> In pairs the students will create a comprehensive, coherent written dialog in which they will include all of the components associated with describing oneself contained in this unit: name, nationality, ethnic origin, age, how one is doing, and where one is from. The dialog will feature two fictitious students who will get to know each other for the first time.</p>	<p><b>Avanti con l'italiano (textbook and workbook)</b> <b>Unit 1 Vocabulary Guide</b></p>
	<p><b><u>How do you spell your name?</u></b> Students will come to the front of the room and will spell out their names in Italian while another student writes the letters on the board. The student spelling his/her name will not be allowed to look at what the other student is writing. Each turn, there will be a new person to write on the board.</p>	<p><b>Avanti con l'italiano (textbook and workbook)</b> <b>Unit 1 Vocabulary Guide</b></p>
	<p><b><u>Let me present myself.</u></b> A list of bullet points will be placed on the board which will include all of the personal components pertaining to oneself. As a class, the students arranged in a circle will, one at a time, introduce themselves by including the following information: name, nationality, ethnic origin, age, how one is doing, and where one is from.</p>	<p><b>Avanti con l'italiano (textbook and workbook)</b> <b>Unit 1 Vocabulary Guide</b></p>



	<p><b>Can you understand commands?</b> The teacher will randomly select students and give them a command in Italian to ask another student one of the personal questions learned in this unit, and the other student has to reply:</p> <ul style="list-style-type: none"> <li>- Chiedi a lui/lei come si chiama.</li> <li>- Chiedi a X come sta.</li> <li>- Chiedi a X quanti anni ha.</li> <li>- Chiedi a X di che origine è.</li> <li>- Chiedi a X di che nazionalità è.</li> <li>- Chiedi a X di dov'è.</li> </ul>	<p><i>Avanti con l'italiano</i> (textbook and workbook)  <b>Unit 1 Vocabulary Guide</b></p>
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	<p><b>Thematic readings to enforce vocabulary and grammar acquisition.</b></p>	<ul style="list-style-type: none"> <li>• Saggese, R. (2006). 'Due amici', <i>Easy Italian Reader</i> (p. 3). NY: McGraw-Hill.</li> <li>• Di Lorenzo, A., &amp; Cabat, R. (1989). 'Dialogo Primo: Ciao!', <i>A proposito... Basic Conversation in Italian</i> (pp. 1-4). NY: Amsco School Publications, Inc.</li> </ul>
	<p><b>Introduce yourself to a new pen-pal.</b> The students will prepare a first letter to a new pen-pal introducing oneself to include the following information: name, nationality, ethnic origin, age, how one is doing, and where one is from. The proper format of writing a personal letter will be explained to the class.</p>	<p><i>Avanti con l'italiano</i> (textbook and workbook)  <b>Unit 1 Vocabulary Guide</b></p>
	<p><b>Who are you?</b> The students will role-play in pairs and ask each other the following questions:</p> <ul style="list-style-type: none"> <li>- Come ti chiami?</li> <li>- Quanti anni hai?</li> <li>- Come si scrive il tuo nome e cognome?</li> </ul>	<p><b>Flashcard prompts</b></p>

## Strategies for Differentiation

<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
<b>Paired/Group Activity</b>	<b>Role Play</b>
<b>Guided practice</b>	<b>SQ3R</b>
<b>Role Play</b>	<b>Cooperative Learning</b>
<b>QAR</b>	<b>Choice boards</b>
<b>Cooperative Learning</b>	<b>Independent Study</b>
<b>Choice boards</b>	<b>Interest Based Mini Lessons</b>
<b>Tic - Tac - Toe menus</b>	<b>Skill-Based Mini Lessons</b>
<b>Learning Buddies</b>	<b>Tiered Products /Activities</b>
<b>Varied Rubrics</b>	<b>Choice Menus</b>
<b>Mentorships</b>	<b>Advance notice of assignments</b>
<b>Small Group Instruction</b>	<b>Review with study skills and strategies training.</b>
<b>Visual cues found on worksheets</b>	<b>Teach organizational skills</b>
<b>Chunking and grouping of material</b>	<b>Test modifications</b>
<b>Advance notice of assignments</b>	<b>Time extensions</b>
<b>Review with study skills and strategies training.</b>	
<b>Teach organizational skills</b>	
<b>Test modifications/time extensions</b>	

Title of Unit	Unit 2: "Che segui a scuola?"	Grade Level	Grades 9-12
Curriculum Area	Italian 1 CP	Time Frame	60 days
Developed By	Maurizio Balestra & Eleanor Pellicane		
Desired Results (Stage 1)			
Established Goals			
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic inform related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic mat topics.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classro activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily in		
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 i areas.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
Primary Interdisciplinary Connections			
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cit textual evidence when writing or speaking to support conclusions drawn from the text.		
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meani analyze how specific word choices shape meaning or tone.		
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in		
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and		
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on oth expressing their own clearly and persuasively.		
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		

<b>NJSLSA.SL5</b>	<b>Make strategic use of digital media and visual displays of data to express information and enhance understanding of present</b>
<b>NJSLSA.L4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing r word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>21<sup>st</sup> Century Interdisciplinary Themes:</b>	
<input checked="" type="checkbox"/> <b>Global Awareness</b>	<input type="checkbox"/> <b>Financial, economic, business, and entrepreneurial literacy</b>
<input checked="" type="checkbox"/> <b>Civic Literacy</b>	<input type="checkbox"/> <b>Health Literacy</b>

<b>Transfer</b>	
<b>Students will be able to independently use their learning to...</b> <b>T1-Comprehend, Recognize, and Identify simple oral and written text</b> <b>T2-Understand and apply simple written and oral conventions to everyday interactions</b>	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
<b>U1: there are formal and familiar manners of speaking.</b> <b>U2: there are differences in which time is expressed in other cultures</b> <b>U3: the school schedules of their adolescent counterparts differs from own.</b> <b>U4: the structure of school systems in Europe is drastically different f that in the United States.</b> <b>U5: the basic geographical structure of the Italian peninsula.</b>	<b>Q1: What is the difference between speaking formally in English a speaking formally in Italian?</b> <b>Q2: How do we interpret military time (i.e., the 24 hour clock)?</b> <b>Q3: Is the "American" way of saying something always right (spe taking into consideration telling time)?</b> <b>Q4: What is a part of American education that is a significant facto the social aspect of education that is not present in the Italian and European model?</b> <b>Q5: How does the Italian structure of education differ from the American? Is one better that the other?</b> <b>Q6: Why is it important to be able to speak about the geographica structure of the target country?</b>

## Acquisition

### Knowledge

Students will know...

#### Vocabulary:

**K1:** the adverb *ci* as it is used with the verb *essere* to say "There is..." and "There are..."

**K2:** fixed expressions for asking, obtaining, and giving the date and time:

*What is today's date?*

*What time is it?*

*What is today's date?*

**K3:** month and day of the week vocabulary

**K4:** classroom object vocabulary

**K5:** the numbers from 20 to 59

**K6:** the indefinite articles

**K7:** the definite articles

**K8:** interrogative words/phrases: *qual è* / *che cosa...* / *cosa...*

**K9:** *questo* as a demonstrative adjective

**K10:** *quanto* only in its plural forms (*quanti* & *quante*) as an interrogative adjective and an interrogative pronoun

**K11:** *quello* only as a pronoun in the singular masculine and feminine (*quello* & *quella*)

**K12:** academic subject vocabulary

**K13:** question words *quando* and *a che ora* for asking questions about schedules

#### **K14:** VERBS:

- first conjugation (-are) verbs: *abitare, studiare, lavorare, parlare, ascoltare, guardare,*
- cominciare, iniziare, frequentare, arrivare, insegnare, imparare
- second conjugation (-ere) verbs: *piacere, scrivere, prendere appunti, vivere, leggere,*
- conoscere
- third conjugation (-ire) verbs: *seguire una materia*
- third conjugation (-ire) verbs with -isc-: *capire, finire*
- irregular verbs: *venire*

#### Syntax:

**K15:** word gender

**K16:** forming the plural

### Skills

Students will be able to...

**S1:** greet adults and people that they are not familiar with using the proper formality

**S2:** use the proper level of formality when communicating with adults and people that they are not

**S3:** familiar with to ask, obtain, and give the following information: name, nationality, ethnic origin, age, how one is doing, and where one is from

**S4:** ask, obtain, and give the date

**S5:** ask, obtain, and give the time

**S6:** ask, obtain, and give information on school schedules

**S7:** ask, obtain, and give information on one's daily school schedule

**S8:** ask, obtain, and give the academic subjects that one likes

<p><b>K17: when and how to use the indefinite articles</b></p> <p><b>K18: when and how to use the definite articles</b></p> <p><b>K19: the present tense personal verb endings for first conjugation (-a), second conjugation (-ere), and</b></p> <p><b>K20: third conjugation (-ire) verbs with the usage of the -isc- suffix.</b></p> <p><u>Sociolinguistics:</u></p> <p><b>K21: the concept of register through the use of the polite form (students be required to know only the <i>Lei</i> form)</b></p>	
---	--

## Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1-T2</b> <b>U1-U5</b> <b>Q1-Q6</b> <b>K1-K21</b> <b>S1-S8</b>	<b>Teacher-created rubrics</b> <b>Read</b> <b>Comprehend</b> <b>Analyze</b> <b>Identify</b> <b>Apply</b>	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self assessment</li> <li>• Graphic organizers</li> <li>• Speaking exercises</li> <li>• Journal entries</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Listening and speaking test</li> </ul>
<b>T1-T2</b> <b>U1-U5</b> <b>Q1-Q6</b> <b>K1-K21</b> <b>S1-S8</b>	<b>Apply</b> <b>Recall</b> <b>Investigate</b> <b>Evaluate</b> <b>Compare/contrast</b>	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure/exit slips</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Create dialogues/interviews using selected vocabulary</li> <li>• Selected writing assignments</li> <li>• Online research</li> </ul>

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	<b>Paired Activity:</b> <i>What is your school schedule?</i> Students will respond to this question. They will indicate the following in their response: (1) the time s/he arrives school, (2) each academic subject that s/he takes and what time each class begins.	<i>Avanti con l'italiano</i> (textbook and workbook). Unit 2 Vocabulary Guide
	<b>Individual Activity:</b> <i>Aren't you in my class?</i> Students will individually construct a dialog in which two fictitious students meet each other for the first time on the first day of school. The dialog should have the following components: <ul style="list-style-type: none"> <li>- the students greeting each other</li> <li>- the students asking each other how they are doing</li> <li>- the students asking each other their names</li> <li>- the students asking each other how old they are</li> <li>- the students asking each other about at least two classes and when those two classes are held</li> <li>- the students saying at the end: nice to meet you and goodbye</li> </ul>	<i>Avanti con l'italiano</i> (textbook and workbook). Unit 2 Vocabulary Guide
	<b>Presentation:</b> <i>This is my class schedule.</i> In front of the class, the students will present their school schedule to the first person. The oral presentation will be from memory and will include the following: name, year in school, each academic subject which the student takes and the times at which the classes begin. At a bare minimum, students will be permitted to use a copy of their school schedule which displays the start times for each period. The presentations will be audio recorded and will be evaluated according to a rubric.	<i>Avanti con l'italiano</i> (textbook and workbook). Unit 2 Vocabulary Guide



	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Thematic readings to enforce vocabulary and grammar acquisition.	<ul style="list-style-type: none"> <li>• Saggese, R. (2006). 'Due amici', <i>Easy Italian Reader</i> (p.3). NY: McGraw-Hill.</li> <li>• Di Lorenzo, A., &amp; Cabat, R. (1989). 'Dialogo Primo: Ciao!', <i>A proposito...Basic Conversation in Italian</i>. NY: Amsco School Publications, Inc.</li> </ul>
	Vocabulary bingo	Computer
	<b>JOURNAL ASSIGNMENT: "What is your school schedule?"</b> Students will respond to this question. They will indicate the following in their response: (1) the time s/he arrives at school, (2) each academic subject that s/he takes and at what time each class begins.	<i>Avanti con l'italiano</i> (textbook and workbook). Unit 2 Vocabulary Guide
	<b>JOURNAL ASSIGNMENT: Are you in my class?</b> Students in pairs will construct a dialog in which two fictitious students meet each other for the first time on the first day of school. The dialog should have the following components: <ul style="list-style-type: none"> <li>- the students greeting each other</li> <li>- the students asking each other how they are doing</li> <li>- the students asking each other their names</li> <li>- the students asking each other how old they are</li> <li>- the students asking each other about at least two classes and when those two classes are held</li> <li>- the students saying at the end: nice to meet you and goodbye</li> </ul>	<i>Avanti con l'italiano</i> (textbook and workbook). Unit 2 Vocabulary Guide
	<b>Project:</b> Students will be given an Italian region to research. Students will present information about the region to the class; including famous cities, landmarks, geographical structures and interesting facts about the region.	Computer

## Strategies for Differentiation

<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
<b>Paired/Group Activity</b>	<b>Role Play</b>
<b>Guided practice</b>	<b>SQ3R</b>
<b>Role Play</b>	<b>Cooperative Learning</b>
<b>QAR</b>	<b>Choice boards</b>
<b>Cooperative Learning</b>	<b>Independent Study</b>
<b>Choice boards</b>	<b>Interest Based Mini Lessons</b>
<b>Tic - Tac - Toe menus</b>	<b>Skill-Based Mini Lessons</b>
<b>Learning Buddies</b>	<b>Tiered Products /Activities</b>
<b>Varied Rubrics</b>	<b>Choice Menus</b>
<b>Mentorships</b>	<b>Advance notice of assignments</b>
<b>Small Group Instruction</b>	<b>Review with study skills and strategies training.</b>
<b>Visual cues found on worksheets</b>	<b>Teach organizational skills</b>
<b>Chunking and grouping of material</b>	<b>Test modifications</b>
<b>Advance notice of assignments</b>	<b>Time extensions</b>
<b>Review with study skills and strategies training.</b>	
<b>Teach organizational skills</b>	
<b>Test modifications/time extensions</b>	

Title of Unit	Unit 3: "Qual è la tua routine quotidiana?"	Grade Level	Grades 9-12
Curriculum Area	Italian 1 CP	Time Frame	30 days
Developed By	Maurizio Balestra & Eleanor Pellicane		
Desired Results (Stage 1)			
Established Goals			
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical interaction.		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
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.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom 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.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 class.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
Primary Interdisciplinary Connections			
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite textual evidence when writing or speaking to support conclusions drawn from the text.		
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and how specific word choices shape meaning or tone.		
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in written form.		
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		

NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of present
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing parts, and consulting general and specialized reference materials, as appropriate.
<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div> <div> <input checked="" type="checkbox"/> Global Awareness         </div> <div> <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy         </div> </div> <div> <div> <input checked="" type="checkbox"/> Civic Literacy         </div> <div> <input type="checkbox"/> Health Literacy         </div> </div>	

Transfer	
Students will be able to independently use their learning to... T1 – Comprehend, recognize, and identify simple oral and written texts. T2 – Understand and apply simple, written, and oral conventions to everyday interactions.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: the daily schedules of students' adolescent counterparts in Italian speaking countries differs from their own.	EQ1: What is your daily routine?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<u>Vocabulary:</u> K1: the seasons K2: parts of the day K3: clothing K4: verbs pertaining to daily routine which are reflexive and non-reflexive K5: irregular verbs: <i>andare, fare, uscire</i> K6: idiomatic expressions using <i>fare</i> as they pertain to daily routine K7: phrases to describe weather generally K8: sports K9: the meals of the day K10: places where kids like to go K11: adverbs useful in listing daily routine K12: adjectives to describe people K13: modal verbs: <i>dovere, potere, volere, desiderare</i>	S1: describe their daily routine S2: ask, obtain, and give information about one's own daily routine and the daily routines of others S3: indicate how they dress on a daily basis S4: describe people in their day-to-day life, primarily friends and teachers S5: describe what they (a) want/desire to do, (b) have to do, and can do

<u>Syntax:</u> <b>K14:</b> reflexive verbs <b>K15:</b> adjective agreement (adjectives ending in –o & –e); adjectives must precede the noun that they <b>K16:</b> describe when functioning as attributive adjectives <b>K17:</b> the prepositions that must be used with the places where young people like to go <b>K18:</b> modal verbs: understanding how dependent infinitives work and modal verbs with reflexive <b>K19:</b> verbs as the dependent infinitives	
--	--

<b>Evidence (Stage 2)</b>		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
<b>T1-T2</b> <b>U1</b> <b>EQ1</b> <b>K1-K19</b> <b>S1-S5</b>	<b>Teacher-created rubrics</b> <b>Read</b> <b>Comprehend</b> <b>Analyze</b> <b>Identify</b> <b>Apply</b>	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self assessment</li> <li>• Graphic organizers</li> <li>• Speaking exercises</li> <li>• Journal entries</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Listening and speaking test</li> </ul>
<b>T1-T2</b> <b>U1</b> <b>EQ1</b> <b>K1-K19</b> <b>S1-S5</b>	<b>Apply</b> <b>Recall</b> <b>Investigate</b> <b>Evaluate</b> <b>Compare/contrast</b>	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure/exit slips</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Create dialogues/interviews using selected vocabulary</li> </ul>

		<ul style="list-style-type: none"><li>• <b>Selected writing assignments</b></li><li>• <b>Online research</b></li></ul>
--	--	--

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	<p><b><u>What are we wearing to school today?</u></b> Students will have a fashion show in the classroom. A center aisle be created and students will walk up and down the c aisle in the classroom, one student at a time. In addi one student at a time will come to the front of the ro and write a complete sentence on the board describi everything that the model student is wearing. The sentence will be checked as a class for proper vocabu spelling and punctuation.</p>	<p><b>Avanti con l'italiano (textbook and workbook)</b> <b>Unit 3 Vocabulary Guide</b></p>
	<p><b><u>JOURNAL ASSIGNMENT: Do your activities change with the weather?</u></b> In a written response, students v answer the following questions: <i>What do you do when hot and when it is cold out? What do you do when it rains and when it snows? What do you wear in these weather conditions?</i> <b>After the teacher's review, students will complete a revision.</b></p>	<p><b>Avanti con l'italiano (textbook and workbook)</b> <b>Unit 3 Vocabulary Guide</b></p>
	<p><b><u>JOURNAL ASSIGNMENT: How do your activities change with general seasonal change?</u></b> In a written response, students will answer the following questio <i>What do you do during the different seasons of the year?</i> <b>After the teacher's review, students will complete a revision.</b></p>	<p><b>Avanti con l'italiano (textbook and workbook)</b> <b>Unit 3 Vocabulary Guide</b></p>
	<p><b><u>JOURNAL ASSIGNMENT: Nice to meet you!</u></b> The students will be provided with a letter written from a Italian-speaking counterpart who writes them a first pen-pal letter. The students will respond to the letter their responses, students will practice an introduction</p> <ul style="list-style-type: none"> <li>• describing oneself (not necessarily limited to t list of adjectives provided)</li> <li>• indicating the things that one likes to do</li> <li>• indicating where one likes to go</li> </ul>	<p><b>Avanti con l'italiano (textbook and workbook)</b> <b>Unit 3 Vocabulary Guide</b></p>

	<ul style="list-style-type: none"> <li>• stating the classes that one takes in school</li> <li>• describing one's teachers</li> </ul>	
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Thematic readings to enforce vocabulary and grammar acquisition.	<ul style="list-style-type: none"> <li>• Pauselli, J., &amp; Morel, S. (1998). 'Che lingua studi', <i>Avanti con l'italiano</i> (2nd edition, p. 70). NY: Amsco School Publications, Inc.</li> <li>• Di Lorenzo, A., &amp; Cabat, R. (1989). 'Dialogo Quinto: La Professoressa Ricci', <i>A proposito... Basic Conversation in Italian</i> (pp. 19-23). NY: Amsco School Publications, Inc.</li> <li>• Di Lorenzo, A., &amp; Cabat, R. (1989). 'Dialogo Sesto: Fare acquisti', <i>A proposito... Basic Conversation in Italian</i> (pp. 24-27). NY: Amsco School Publications, Inc.</li> <li>• Di Lorenzo, A., &amp; Cabat, R. (1989). 'Dialogo Settimo: La metropolitana', <i>A proposito... Basic Conversation in Italian</i> (pp. 28-31). NY: Amsco School Publications, Inc.</li> <li>• Di Lorenzo, A., &amp; Cabat, R. (1989). 'Dialogo Ottavo: L'emporio', <i>A proposito... Basic Conversation in Italian</i> (pp. 32-35). NY: Amsco School Publications, Inc.</li> </ul>
	<b><u>This is my daily routine (in pairs).</u></b> The students will present their entire daily routine to a partner which will include: (1) morning routine, (2) school day, (3) after school routine, (4) evening routine, and (5) bedtime routine from memory. The presentation will consist of a variety of non-reflexive and reflexive verbs. A sample of key verbs will be displayed in infinitive form for the students to use as talking points. While working with a partner, the students will be permitted to use additional notes.	<i>Avanti con l'italiano</i> (textbook and workbook) <b>Unit 3 Vocabulary Guide</b>
	<b><u>Can I just ask you?</u></b> There will be a box in the front of the room with pieces of paper in it and on each piece of paper will be written a question. Students will pull questions out of the box one by one and will take turns pulling questions. The questions will be written in English using target vocabulary from the unit signifying a part of one's daily routine. The student who pulls the question will ask the question to the other student in Italian and	<i>Avanti con l'italiano</i> (textbook and workbook) <b>Unit 3 Vocabulary Guide</b>



	will respond. This activity can be modeled as a class activity and can then be performed as a pair activity.	
	<b><u>I have to do this, but I want to do that.</u></b> Students will be provided with flashcards that depict people doing something and a picture of something that the person wants to do. All pictures used will be related to the unit vocabulary goals as they pertain to daily routine. A question could be, for example: "What does this boy have to do?" A response could be: "This boy has to study, but he wants to play soccer." Students will engage in conversation with their partners by prompting each other with questions on the contents of the picture prompts.	<i>Avanti con l'italiano</i> (textbook and workbook) <b>Unit 3 Vocabulary Guide</b>

## Strategies for Differentiation

<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
<b>Paired/Group Activity</b>	<b>Role Play</b>
<b>Guided practice</b>	<b>SQ3R</b>
<b>Role Play</b>	<b>Cooperative Learning</b>
<b>QAR</b>	<b>Choice boards</b>
<b>Cooperative Learning</b>	<b>Independent Study</b>
<b>Choice boards</b>	<b>Interest Based Mini Lessons</b>
<b>Tic - Tac - Toe menus</b>	<b>Skill-Based Mini Lessons</b>
<b>Learning Buddies</b>	<b>Tiered Products /Activities</b>
<b>Varied Rubrics</b>	<b>Choice Menus</b>
<b>Mentorships</b>	<b>Advance notice of assignments</b>
<b>Small Group Instruction</b>	<b>Review with study skills and strategies training.</b>
<b>Visual cues found on worksheets</b>	<b>Teach organizational skills</b>
<b>Chunking and grouping of material</b>	<b>Test modifications</b>
<b>Advance notice of assignments</b>	<b>Time extensions</b>
<b>Review with study skills and strategies training.</b>	
<b>Teach organizational skills</b>	
<b>Test modifications/time extensions</b>	

Title of Unit	Unit 4: "Com'è la tua casa e la tua famiglia?"	Grade Level	Grades 9-12
Curriculum Area	Italian 1 CP	Time Frame	30 days
Developed By	Maurizio Balestra & Eleanor Pellicane		
Desired Results (Stage 1)			
Established Goals			
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic inform related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic mat familiar topics.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classro activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily in		
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 i areas.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
Primary Interdisciplinary Connections			
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cit textual evidence when writing or speaking to support conclusions drawn from the text.		
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meani analyze how specific word choices shape meaning or tone.		
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in		
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and		
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on oth expressing their own clearly and persuasively.		
NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		

<b>NJSLSA.SL5</b>	<b>Make strategic use of digital media and visual displays of data to express information and enhance understanding of present and past events.</b>
<b>NJSLSA.L4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>21<sup>st</sup> Century Interdisciplinary Themes:</b> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> <b>Global Awareness</b>  <input checked="" type="checkbox"/> <b>Civic Literacy</b> </div> <div style="text-align: center;"> <input type="checkbox"/> <b>Financial, economic, business, and entrepreneurial literacy</b>  <input type="checkbox"/> <b>Health Literacy</b> </div> </div>	

<b>Transfer</b>	
Students will be able to independently use their learning to... T1-Comprehend, Recognize, and Identify simple oral and written text T2-Understand and apply simple written and oral conventions to everyday interactions	
<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
<b>U1: homes in Italy differ from homes in North America.</b> <b>U2: family life in Italy is similar to that of the United States</b>	<b>Q1: What is there to do around the house?</b> <b>Q2: Do you have chores?</b> <b>Q3: How big and who is in your family?</b>
<b>Acquisition</b>	
<b>Knowledge</b>	<b>Skills</b>
<b>Students will know...</b>	<b>Students will be able to...</b>
<u>Vocabulary:</u> <b>K1: THEMATIC VOCABULARY:</b> – house vocabulary – family vocabulary  <u>Syntax:</u> <b>K2: possessive adjectives</b> ( <i>mio, tuo, suo, nostro, vostro, loro</i> )	<b>S1: describe oneself and one's family (personality and physical characteristics)</b> <b>S2: ask, obtain, and give information about one's family and the families of others</b> <b>S3: describe what their parents do for a living and what they want to do when they grow up</b> <b>S4: describe their dwelling place and their room</b> <b>S5: say where they live, describe where they live, if they like to live there, and why</b>

## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
<b>T1-T2</b> <b>U1-U2</b> <b>Q1-Q3</b> <b>K1-K2</b> <b>S1-S5</b>	<b>Teacher-created rubrics</b> <b>Read</b> <b>Comprehend</b> <b>Analyze</b> <b>Identify</b> <b>Apply</b>	<b><u>Transfer Task(s)</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion</li> <li>• Self assessment</li> <li>• Graphic organizers</li> <li>• Speaking exercises</li> <li>• Journal entries</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• End of chapter test</li> <li>• Listening and speaking test</li> </ul>
<b>T1-T2</b> <b>U1-U2</b> <b>Q1-Q3</b> <b>K1-K2</b> <b>S1-S5</b>	<b>Apply</b> <b>Recall</b> <b>Investigate</b> <b>Evaluate</b> <b>Compare/contrast</b>	<b><u>Other Evidence</u></b> <b>Formative</b> <ul style="list-style-type: none"> <li>• Do now activities</li> <li>• Closure/exit slips</li> <li>• Observation</li> <li>• Peer assessment</li> <li>• Homework</li> </ul>
		<b>Summative</b> <ul style="list-style-type: none"> <li>• Create dialogues/interviews using selected vocabulary</li> <li>• Selected writing assignments</li> <li>• Online research</li> </ul>

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	<b><u>This is my family.</u></b> Students will create their own family tree and explain the relationships between the members of the family.	<i>Avanti con l'italiano</i> (textbook and workbook). <b>Unit 4 Vocabulary Guide</b>
	<b><u>This is my room.</u></b> Students will bring in a digital picture of their room and identify and describe it and the objects in it.	<i>Avanti con l'italiano</i> (textbook and workbook). <b>Unit 4 Vocabulary Guide</b>
	<b><u>JOURNAL ASSIGNMENT: Tell me about your family!</u></b> The students will be provided with a letter written from an Italian-speaking counterpart who writes them a pen-pal letter. The students will respond to the letter. In their responses, students will practice the following: <ul style="list-style-type: none"> <li>- listing and describing their immediate family (not necessarily limited to the list of adjectives provided)</li> <li>- indicating what their parents do for a living</li> <li>- indicating where they live and describing their dwelling place</li> <li>- stating if they like where they live and why</li> </ul>	<i>Avanti con l'italiano</i> (textbook and workbook). <b>Unit 4 Vocabulary Guide</b>

	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	Thematic readings to enforce vocabulary and grammar acquisition.	•Saggese, R. (2006). 'Due amici', Easy Italian Reader (p.3). NY McGraw-Hill. •Di Lorenzo, A., & Cabat, R. (1989). 'Dialogo Primo: Ciao!', A proposito...Basic Conversation in Italian. NY: Amsco School Publications, Inc.
	Vocabulary bingo.	Computer
	<b>Who is in your immediate family?</b> Each student will be called to the front of the class to create a family tree for his or her immediate and extended family. The teacher will begin by asking questions, such as: <ul style="list-style-type: none"> <li>- How many brothers and sisters do you have?</li> <li>- What are your brothers and sisters' names?</li> <li>- What are your parents' names?</li> <li>- What are your grandparents' names?</li> </ul> As the teacher asks the questions, the students will respond by speaking in Italian and by designing that of their family tree on the board.	<i>Avanti con l'italiano</i> (textbook and workbook). <b>Unit 4 Vocabulary Guide</b>
	<b>Let me describe my room to you.</b> Students will come to the front of the room in pairs and will explain to each other the setup of their rooms. One student will be responsible for providing a description of his/her bedroom while the other student will be responsible for accurately drawing the room according to the description given. If the student doing the drawing needs clarification, s/he can ask for clarification. If the student doing the drawing makes a mistake, then the students in the class can raise their hands and interject.	<i>Avanti con l'italiano</i> (textbook and workbook). <b>Unit 4 Vocabulary Guide</b>
	<b>Who is in your family?</b> Students will be divided into pairs and on a piece of paper each student will interview their partners about their families. In order to construct the family tree, students will ask each other how many brothers and sisters each has. For replies other than one, the students will draw that many lines next to the partner's name. The students then ask each other for siblings' names and fill them in the blank lines. This process will then be repeated for parents and grandparents using lines to distinguish between generations.	<i>Avanti con l'italiano</i> (textbook and workbook). <b>Unit 4 Vocabulary Guide</b>

## Strategies for Differentiation

<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
<b>Paired/Group Activity</b>	<b>Role Play</b>
<b>Guided practice</b>	<b>SQ3R</b>
<b>Role Play</b>	<b>Cooperative Learning</b>
<b>QAR</b>	<b>Choice boards</b>
<b>Cooperative Learning</b>	<b>Independent Study</b>
<b>Choice boards</b>	<b>Interest Based Mini Lessons</b>
<b>Tic - Tac - Toe menus</b>	<b>Skill-Based Mini Lessons</b>
<b>Learning Buddies</b>	<b>Tiered Products /Activities</b>
<b>Varied Rubrics</b>	<b>Choice Menus</b>
<b>Mentorships</b>	<b>Advance notice of assignments</b>
<b>Small Group Instruction</b>	<b>Review with study skills and strategies training.</b>
<b>Visual cues found on worksheets</b>	<b>Teach organizational skills</b>
<b>Chunking and grouping of material</b>	<b>Test modifications</b>
<b>Advance notice of assignments</b>	<b>Time extensions</b>
<b>Review with study skills and strategies training.</b>	
<b>Teach organizational skills</b>	
<b>Test modifications/time extensions</b>	