

# Curriculum Management System

## MONROE TOWNSHIP SCHOOLS

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**Course Name:** Italian 1A

**Grade:** 7

*For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.*

*Board Approved: <Type Date Here>*

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## Monroe Township Schools Administration and Board of Education Members

### ADMINISTRATION

**Dr. Kenneth R. Hamilton, Superintendent**  
**Dr. Jeff C. Gorman, Assistant Superintendent**

### BOARD OF EDUCATION

**Ms. Kathy Kolupanowich, Board President**  
**Mr. Ira Tessler, Board Vice President**  
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**Mr. Anthony Prezioso**

Jamesburg Representative  
**Mr. Robert Czarneski**

### WRITERS NAME

**Ms. Mari-Celeste Massaro**

### CURRICULUM SUPERVISOR

**Dr. Kelly Roselle**

## **Mission, Vision, Beliefs, and Goals**

### **Mission Statement**

**The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.**

### **Vision Statement**

**The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.**

### **Beliefs**

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

### **Board of Education Goals**

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

## Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS The Standards: <http://www.corestandards.org/the-standards>
4. NJDOE Link to CCSS: <http://www.state.nj.us/education/sca>
5. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parcconline.org>

Scope and Sequence

Quarter 1

Unit Topics(s)

- I. Why study Italian?
  - a. Benefits of studying Italian
  - b. Identification of countries in which Italian is spoken
  - c. Study skills necessary to be a successful learner of Italian
  - d. Letters and sounds of the Italian alphabet
- II. Who am I?
  - a. Forms of Introductions and Salutations in Italian
  - b. Getting to know classmates and introducing themselves to each other
  - c. Descriptions of oneself and others
  - d. Present tense of Regular and Irregular verb forms
  - e. Expression of states of being
  - f. Expression of activities that one likes/does not like to do
  - g. Comparison between Italian and American customs of meeting and addressing people.

Quarter 2	
Unit Topic(s)	
I. School	
a. Description of school, subjects, schedule	
b. Expression of likes and dislikes about school	
c. Ask and comprehend classroom commands and questions	
d. Count from 0-100	
e. Expression of time at which classes/events take place and end	
f. Expression of quantity of items found at school and in their backpack	
g. Expression of possession	
h. Present tense of Regular and Irregular verb forms	
i. Comparison between the Italian and American School systems	

Quarter 3

Unit Topic(s)

I. The Family

- a. Description and discussion of family and family members
- b. Likes and dislikes of family members
- c. Present tense of Regular and Irregular verb forms
- d. Family traditions and customs in Italy

II. The Calendar

- a. Indication of Seasons, Date, and Time
- b. Weather conditions
- c. Description of activities done in each of the seasons according to weather conditions in Italy and in the United States
- d. Present tense of Regular and Irregular verb forms
- e. Discussion of favorite season and reasons why
- f. Weather patterns in Italy and comparison with weather patterns in the United States
- g. The Italian calendar and celebrations of holidays specific to Italy



Scope and Sequence

Quarter 4	
Unit Topic(s)	
I. The City	
a. Description of towns and cities	
b. Types of places to go to in a city and activities done in each locale	
c. Use of map skills, asking for and providing directions to various sights in a city	
d. Modes of transportation	
e. Comparisons of towns/cities in Italy and in the United States	
II. Italian Geography	
a. Location of Italy in map of Europe	
b. Identification of Italian mountain ranges, volcanoes, seas, principal rivers, lakes, and major Italian cities	
c. Presentation of information obtained about a specific Italian city's tourist sights, traditions, and foods.	

## Unit 1 - Perché studiare l'italiano? Why Study Italian?

### Quarter 1 Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
Novice Mid Standards: Interpretive	Students will be able to independently use their learning to...	
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	<ul style="list-style-type: none"><li>Analyze and properly use their own language and Italian.</li><li>Develop good study habits according to learning style.</li><li>Pronounce words properly in Italian.</li></ul>	
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	Meaning	
7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	UNDERSTANDINGS	ESSENTIAL QUESTIONS
Novice Mid Standards: Interpersonal	Students will understand that...	
7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	<ul style="list-style-type: none"><li>Learning a second language will allow them to reflect on their own language.</li><li>The Italian language and culture have spread throughout the world and have influenced other cultures</li><li>They need recognize what type of learner they are and therefore utilize the study skills best adapted for them.</li><li>They can successfully learn a new language.</li><li>They can correctly pronounce the letters and sounds of the Italian alphabet and therefore, Italian words.</li></ul>	<ul style="list-style-type: none"><li>Why is it important to study Italian?</li><li>How can I be a successful learner of Italian?</li><li>Why is it important to pronounce words properly?</li></ul>
7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	Acquisition	
7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	Students will know...	Students will be skilled at...
	<ul style="list-style-type: none"><li>In which countries Italian is spoken.</li><li>Skills and techniques that are helpful in studying a second language.</li><li>The Italian alphabet and sounds that are made by each letter or letter combination.</li><li>How to spell words aloud in Italian and write down words that are spelled aloud to them using the Italian alphabet.</li></ul>	<ul style="list-style-type: none"><li>Recognizing and utilizing which strategies will be useful in acquiring the Italian language based on what type of learners they are.</li><li>Correctly pronouncing Italian letters and words.</li><li>Spelling words in Italian.</li></ul>

<b>Novice Mid Standards: Presentational</b>  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, <a href="#">culturally authentic materials</a> orally or in writing.		
<b>Unit 1 - Perché studiare l'italiano? Why Study Italian?</b> <b>Quarter 1 Stage 2 - Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<b>Class Participation/Oral Assessment Rubric</b>  <a href="#">ITALIAN\RUBRICS\class participation rubric - FA.docx</a>	PERFORMANCE TASK(S): You are on the phone with someone in Italy and need to make reservations for the train and the hotels at which you'll be staying. <ul style="list-style-type: none"><li>• Spell out your last name and first name using the Italian alphabet</li></ul> Spell out words and have your partner write them down letter by letter. Spell words aloud to the class and have the students write down the words (take turns being the speller)	
<b>Monitoring Scale</b> <b>5</b> – I fully understand the material and could explain it to someone else. <b>4</b> –I understand the material and can use/apply it. <b>3</b> – I think I understand, but need some help making connections. <b>2</b> – I’m not sure I understand. I need some help. <b>1</b> – I do not understand, but I’m listening.  	OTHER EVIDENCE: <ul style="list-style-type: none"><li>• Formative Assessments<ul style="list-style-type: none"><li>▪ Spell out words and have your partner write them down letter by letter.</li><li>▪ While letters are being called out, students point to the correct letter on their alphabet sheet. (Working with a partner and comparing answers)</li><li>▪ Spell words aloud to the class and have the students write down the words (take turns being the speller)</li></ul></li></ul>	
<b>Unit 1 - Perché studiare l'italiano? Why Study Italian?</b> <b>Quarter 1 Stage 3 – Learning Plan</b>		

*Summary of Key Learning Events and Instruction*

- Learning type indicator Assessment
- Study guide sheet – different strategies for studying a language according to learner type
- Alphabet song
- Sheet with the Italian alphabet and the sounds that each letter makes
- Various aural and oral exercises – formal assessments
- Written summative assessment on the alphabet and spelling

## Unit 2 – Chi sono? Who Am I?

### Stage 1 Desired Results

ESTABLISHED GOALS		
<p><b>Novice Mid Standards: Interpretive</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.</p> <p><b>Novice Mid Standards: Interpersonal</b></p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Introduce themselves and greet someone whom they are meeting for the first time.</li> <li>Engage in a conversation in which there is an exchange of information.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>There is a variety of ways to state something or ask a question and this is determined by how well you know the person(s) with whom you are speaking.</li> <li>The way they describe themselves makes an impression upon their audience.</li> <li>Asking questions when meeting someone shows interest and makes a good first impression</li> <li>Descriptive adjectives must agree in number and gender with the nouns they modify.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How do I see myself?</li> <li>How can I effectively present myself in Italian to a new acquaintance?</li> <li>How does the information that I share with others about myself influence their image of me? Why is that important?</li> <li>How can I acquire information about others in Italian?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Descriptive adjectives</li> <li>First and second person singular forms of verbs</li> <li>Greetings in Italian</li> <li>Infinitives</li> <li>Mi piace/non mi piace – I like/I don't like</li> <li>Question words</li> <li>The verb Avere – to have</li> </ul>		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Greeting each other in Italian.</li> <li>Writing and about themselves.</li> <li>Writing and presenting skits of introduction.</li> <li>Describing themselves, others, and things using adjectives and the verb to be.</li> <li>Asking each other questions in Italian.</li> <li>Expressing what they like or don't like to do.</li> </ul>



## Unit 2 – Chi sono? Who Am I?

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

- Comparison of Italian and American customs
- Culture notes
- Daily do now projection – date, weather, objectives, do now exercise
- Dialogue writing and presentations
- Flash cards
- Graphic organizers
- Listening comprehension exercises
- Pairing exercises
- Photo file/visual cueing
- Reading comprehension exercises
- Repetition vocabulary for pronunciation
- Study guides
- Teacher generated vocabulary sheets
- Teacher generated worksheets
- Video clips
- Writing exercises

## Unit 3 – La Scuola School Stage 1 Desired Results

ESTABLISHED GOALS		
<p><b>Novice Mid Standards: Interpretive</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.</p> <p><b>Novice Mid Standards: Interpersonal</b></p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Talk about school</li> <li>• Use numbers</li> <li>• Ask questions</li> <li>• Follow directions</li> <li>• Indicate preferences</li> <li>• Indicate possession of property</li> </ul>	
	<b>Missing</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Indicating possession involves recognition of the gender of nouns and agreement with possessive adjectives.</li> <li>• Numbers play an important part of everyday life.</li> <li>• Verbs have different forms according to the subject.</li> <li>• There is a distinction between formal and informal speech, and each has a specific audience.</li> <li>• Asking questions is crucial to obtaining information and expressing the need for clarification.</li> <li>• There exist differences between the Italian school system and the American school system..</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How do I view my school experience?</li> <li>• How can I effectively communicate with my classmates and teachers?</li> <li>• What influence has school been on my life?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Classroom commands/questions</li> <li>• Definite/indefinite articles</li> <li>• Numbers from 0-100</li> <li>• Possessive adjectives</li> </ul>		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Expressing possession of objects.</li> <li>• Indicating quantities of things.</li> <li>• Identifying number and gender of nouns and using the correct article and</li> </ul>





1 – I do not understand, but I’m listening

- Skit writing
- Tests/Quizzes

## Unit 3 – La Scuola School

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

- Comparison of Italian and American customs
- Culture notes
- Daily do now projection – date, weather, objectives, do now exercise
- Dialogue writing and presentations
- Flash cards
- Graphic organizers
- Listening comprehension exercises
- Pairing exercises
- Photo file/visual cueing
- Reading comprehension exercises
- Repetition vocabulary for pronunciation
- Study guides
- Teacher generated vocabulary sheets
- Teacher generated worksheets
- Video clips
- Writing exercises

## Unit 4 – La Famiglia - The Family

### Stage 1 Desired Results

ESTABLISHED GOALS		
<p><b>Novice Mid Standards: Interpretive</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.</p> <p><b>Novice Mid Standards: Interpersonal</b></p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Talk about family</li> <li>• Ask questions</li> <li>• Research their family history</li> <li>• </li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The family is the center of Italian culture.</li> <li>• Their own family relationships greatly influence the person that they are and will become.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What constitutes a family?</li> <li>• What does it mean to be part of a family?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Family vocabulary</li> <li>• Possessive adjectives in relation to family</li> <li>• Third person singular and plural of verbs</li> <li>• Placement of descriptive adjectives</li> <li>• Syntax of questions and answers</li> <li>• Italian customs relating to family (extended family)</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Identifying the different types of relationships within a family using family vocabulary.</li> <li>• Describing family members.</li> <li>• Discussing activities that individual family members do.</li> <li>• Expressing likes and dislikes of family members.</li> <li>• Creating a family tree.</li> <li>• Asking and answering questions.</li> </ul>

<p><b>Novice Mid Standards: Presentational</b></p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing. &gt;</p>		
<p align="center"><b>Unit 4 – La Famiglia – The Family Stage 2 – Evidence</b></p>		
<p><b>Evaluative Criteria</b></p> <p><a href="#">ITALIAN\RUBRICS\oral presentation with visual rubric.docx</a></p>	<p><b>Assessment Evidence</b></p> <p>PERFORMANCE TASK(S): Present your immediate family to the class. Along with photographs of the family, please include the following:</p> <ul style="list-style-type: none"> <li>• How many people there are in your family</li> <li>• Each individual member's name and his/her relationship to you</li> <li>• Each family member's age</li> <li>• At least two adjectives to describe each person</li> <li>• Something he/she likes to do</li> </ul>	
<p><a href="#">ITALIAN\VOCABOLARIO\Famiglia\Family Tree Questions.docx</a></p> <p><a href="#">ITALIAN\RUBRICS\class participation rubric - FA.docx</a></p> <p><b>Monitoring Scale</b>  <b>5</b> – I fully understand the material and could explain it to someone else.  <b>4</b> –I understand the material and can use/apply it.</p>	<p>OTHER EVIDENCE: Create a three-generation family tree. Include:</p> <ul style="list-style-type: none"> <li>• The name of each family member</li> <li>• The relationship that you have with each (my cousin, my brother, etc.)</li> <li>• The year in which each was born.</li> </ul> <p>Answer the questions about your family/family tree.</p> <p>Class participation</p> <ul style="list-style-type: none"> <li>• Write the date in your notebook each day – students take turns doing so on the board.</li> <li>• Identification of family members using picture prompts</li> <li>• Identification of family members using descriptive prompts</li> <li>• Homework/Classwork</li> <li>• Pair work and group work for writing and speaking exercises</li> <li>• Pre and post assessments</li> </ul>	

<b>3</b> – I think I understand, but need some help making connections. <b>2</b> – I’m not sure I understand. I need some help. <b>1</b> – I do not understand, but I’m listening	<ul style="list-style-type: none"> <li>• Sentence completions</li> <li>• Tests/Quizzes</li> </ul>
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## Unit 4 – La Famiglia - The Family

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

- Comparison of Italian and American customs
- Culture notes
- Daily do now projection – date, weather, objectives, do now exercise
- Dialogue writing and presentations
- Flash cards
- Graphic organizers
- Listening comprehension exercises
- Pairing exercises
- Photo file/visual cueing
- Reading comprehension exercises
- Repetition vocabulary for pronunciation
- Study guides
- Teacher generated vocabulary sheets
- Teacher generated worksheets
- Video clips
- Writing exercises

## Unit 5 – Il Tempo, L’Ora ed il Calendario – Weather, Time and the Calendar

### Stage 1 Desired Results

ESTABLISHED GOALS				
<p><b>Novice Mid Standards: Interpretive</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.</p> <p><b>Novice Mid Standards: Interpersonal</b></p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.</p>	<i>Transfer</i>			
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• State the weather conditions</li> <li>• Discuss clothing worn and activities done in each season</li> <li>• Indicate the date</li> <li>• Tell time</li> </ul>			
	<i>Meaning</i>			
	<table> <tr> <th>UNDERSTANDINGS</th><th>ESSENTIAL QUESTIONS</th></tr> <tr> <td> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Weather influences many decisions that we make such as what to wear, what activities to do, making plans.</li> <li>• There are some differences between telling time in Italian and in English.</li> <li>• Writing the date in Italian differs in regard to capitalization and order of the month/day.</li> <li>• Many national holidays in Italy are centered around religious holidays.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• What role does weather play in my daily life? What decisions do I make based on the weather?</li> <li>• Why is it important to know the date or how to tell time?</li> </ul> </td></tr> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Weather influences many decisions that we make such as what to wear, what activities to do, making plans.</li> <li>• There are some differences between telling time in Italian and in English.</li> <li>• Writing the date in Italian differs in regard to capitalization and order of the month/day.</li> <li>• Many national holidays in Italy are centered around religious holidays.</li> </ul>
UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Weather influences many decisions that we make such as what to wear, what activities to do, making plans.</li> <li>• There are some differences between telling time in Italian and in English.</li> <li>• Writing the date in Italian differs in regard to capitalization and order of the month/day.</li> <li>• Many national holidays in Italy are centered around religious holidays.</li> </ul>	<ul style="list-style-type: none"> <li>• What role does weather play in my daily life? What decisions do I make based on the weather?</li> <li>• Why is it important to know the date or how to tell time?</li> </ul>			
	<i>Acquisition</i>			
	<table> <tr> <th><i>Students will know...</i></th><th><i>Students will be skilled at...</i></th></tr> <tr> <td> <ul style="list-style-type: none"> <li>• Basic clothing vocabulary</li> <li>• Calendar vocabulary</li> <li>• Colors                             <ul style="list-style-type: none"> <li>◦ Date</li> <li>◦ Days of the week</li> <li>◦ Months</li> <li>◦ Seasons</li> </ul> </li> <li>• Expressions of time</li> <li>• Present tense of Regular and Irregular verbs (including FARE – to do)</li> <li>• Sports/hobbies/activities</li> <li>• Time</li> <li>• Weather</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• Indicating the weather.</li> <li>• Indicating their favorite season and why.</li> <li>• Indicating the date and dates on which different events/holidays take place.</li> <li>• Discussing season- and weather-specific activities and sports in Italy and in the United States.</li> <li>• Stating what they wear according to seasons and weather.</li> <li>• Telling time.</li> </ul> </td></tr> </table>	<i>Students will know...</i>	<i>Students will be skilled at...</i>	<ul style="list-style-type: none"> <li>• Basic clothing vocabulary</li> <li>• Calendar vocabulary</li> <li>• Colors                             <ul style="list-style-type: none"> <li>◦ Date</li> <li>◦ Days of the week</li> <li>◦ Months</li> <li>◦ Seasons</li> </ul> </li> <li>• Expressions of time</li> <li>• Present tense of Regular and Irregular verbs (including FARE – to do)</li> <li>• Sports/hobbies/activities</li> <li>• Time</li> <li>• Weather</li> </ul>
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<p><b>Novice Mid Standards: Presentational</b></p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.</p>		
<p align="center"><b>Unit 5 – Il Tempo, L’Ora ed il Calendario – Weather, Time and the Calendar Stage 2 - Evidence</b></p>		
<p><b>Evaluative Criteria</b></p> <p><a href="#">ITALIAN\RUBRICS\class participation rubric - FA.docx</a></p> <p><b>Monitoring Scale</b></p> <p><b>5</b> – I fully understand the material and could explain it to someone else.</p> <p><b>4</b> –I understand the material and can use/apply it.</p> <p><b>3</b> – I think I understand, but need some help making connections.</p> <p><b>2</b> – I’m not sure I understand. I need some help.</p> <p><b>1</b> – I do not understand, but I’m listening</p>	<p><b>Assessment Evidence</b></p> <p>PERFORMANCE TASK(S):</p> <p>Class participation which includes:</p> <ul style="list-style-type: none"> <li>• Write the date in your notebook each day – students take turns doing so on the board.</li> <li>• Write the dates indicated in Italian</li> <li>• Identification of clothing using photo prompts</li> <li>• Identification of weather conditions using photo prompts</li> <li>• Identifying season-specific activities</li> <li>• Grouping seasons, weather and clothing</li> <li>• Telling time</li> <li>• Homework/Classwork</li> <li>• Pair work and group work for writing and speaking exercises</li> <li>• Pre and post assessments</li> <li>• Sentence completions</li> <li>• Skit writing</li> <li>• Tests/Quizzes</li> </ul>	
<p><a href="#">ITALIAN\RUBRICS\Writing Rubric.docx</a></p>	<p>OTHER EVIDENCE:</p> <p>Write about your favorite season. Include:</p> <ul style="list-style-type: none"> <li>• What your favorite season is and why</li> <li>• Typical weather during this season</li> <li>• Any events/special days that take place</li> <li>• Some activities that you do during this season</li> <li>• Type of clothing usually worn during this season</li> </ul>	

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

- Comparison of Italian and American customs
- Culture notes
- Daily do now projection – date, weather, objectives, do now exercise
- Dialogue writing and presentations
- Flash cards
- Graphic organizers
- Listening comprehension exercises
- Pairing exercises
- Photo file/visual cueing
- Reading comprehension exercises
- Repetition vocabulary for pronunciation
- Study guides
- Teacher generated vocabulary sheets
- Teacher generated worksheets
- Video clips
- Writing exercises



## Unit 6 – La Città e La Geografia– The City and Geography

### Stage 1 Desired Results

ESTABLISHED GOALS		
<p><b>&lt; Novice Mid Standards: Interpretive</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information sources</a> related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.</p> <p><b>Novice Mid Standards: Interpersonal</b></p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared virtually with a target language audience.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Identify different types of locales to visit in their own town and in a city.</li> <li>Travel around a city using map-reading skills</li> <li>Research a city in order to create an itinerary for a trip there.</li> <li>Make plans with friends.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Cities have a lot in common, yet each has characteristics that make it unique.</li> <li>When visiting a city, it is important to be able to read a map and ask for directions.</li> <li>Planning a trip to a city involves research so that the time spent there can be maximized.</li> <li>There are sights, traditions, and food that are specific to each Italian city. Knowledge of these can enhance a trip.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What do I need to know before taking a trip to a city?</li> <li>How can I effectively make plans with people?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>City vocabulary</li> <li>Comparative words</li> <li>Countries that border Italy</li> <li>Directions vocabulary</li> <li>Geography vocabulary</li> <li>Italian mountain ranges, lakes, rivers, volcanoes, and seas.</li> <li>Present tense of Regular and Irregular verbs                             <ul style="list-style-type: none"> <li>Andare</li> <li>Fare</li> </ul> </li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Asking and giving directions</li> <li>Comparing the suburbs with a city</li> <li>Discussing different types of places in a city and what to do in each.</li> <li>Planning a trip to a city and creating an itinerary.</li> <li>Reading maps.</li> <li>Stating where they wish to go or what they wish to do in a city.</li> <li>Researching an Italian city and presenting aspects of it to the class.</li> </ul>

<b>Novice Mid Standards: Presentational</b>  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, <a href="#">culturally authentic materials</a> orally or in writing. >	<ul style="list-style-type: none"><li>○ Volere</li><li>• Question words</li><li>• Regions and major cities of Italy</li></ul>	
<b>Unit 6 – La Città – The City</b> <b>Stage 2 - Evidence</b>		
<b>Evaluative Criteria</b>  <a href="#">ITALIAN\CULTURA\GEOGRAFIA\Italy city project\rubric for oral presentations 2013.docx</a> >	<b>Assessment Evidence</b>  PERFORMANCE TASK(S): Research an Italian city and present to the class the information that you have obtained. <a href="#">ITALIAN\CULTURA\GEOGRAFIA\Italy city project\Una citta italiana project 2013.docx</a>	
<a href="#">ITALIAN\RUBRICS\class participation rubric - FA.docx</a>  <b>Monitoring Scale</b> 5 – I fully understand the material and could explain it to someone else. 4 –I understand the material and can use/apply it. 3 – I think I understand, but need some help making connections. 2 – I’m not sure I understand. I need some help. 1 – I do not understand, but I’m listening	OTHER EVIDENCE: Class participation  <ul style="list-style-type: none"><li>• Identification of Italian geography using visual and auditory clues</li><li>• Homework/Classwork</li><li>• Pair work and group work for writing and speaking exercises</li><li>• Pre and post assessments</li><li>• Sentence completions</li><li>• Skit writing</li><li>• Tests/Quizzes</li></ul>	
<b>Stage 3 – Learning Plan</b>		
<i>Summary of Key Learning Events and Instruction</i>  <ul style="list-style-type: none"><li>• Comparison of Italian and American customs</li><li>• Culture notes</li><li>• Daily do now projection – date, weather, objectives, do now exercise</li><li>• Dialogue writing and presentations</li><li>• Flash cards</li></ul>		

- Graphic organizers
- Listening comprehension exercises
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- Teacher generated worksheets
- Video clips
- Writing exercises

## Benchmark Assessment Quarter 1

1. Students will demonstrate the reasons why it is beneficial to learn Italian.
2. Students will be able to list in which countries Italian is spoken.
3. Students will be able to identify which is their dominant learning style.
4. Students will be able to develop strategies that will help them to be successful learners.
5. Students will successfully identify the letters of the Italian alphabet and the sounds that accompany each letter.
6. Students will be able to use the letters and sounds that they have learned to correctly pronounce Italian words.
7. Students will demonstrate how to distinguish between an informal and formal audience.
8. Students will be able to greet someone and say good-bye in Italian.
9. Students will be able to introduce themselves in Italian.
10. Students will successfully state their age.
11. Students will be able to use descriptive adjectives and verbs to describe themselves.
12. Students will successfully ask questions in order to obtain information about their audience.
13. Students will be able to express which activities they like and dislike.

## Benchmark Assessment Quarter 2

1. Students will demonstrate how to count in Italian and indicate quantities of items.
2. Students will be able to ask questions of each other and of the teacher.
3. Students will be able to conjugate regular and irregular verbs in the present tense.
4. Students will successfully state likes and dislikes.
5. Students will be able to use commands with teachers and peers
6. Students will successfully comprehend commands made by the teacher in the classroom.
7. Students will demonstrate how to indicate possession using possessive adjectives and “di+ name”.
8. Students will be able to state at which times classes and events begin and end.
9. Students will be able to indicate where something is using prepositions.
10. Students will be able to indicate where something is using the expressions “here is/here are”, and “there is/there are”.
11. Students will successfully compare the Italian and the American school systems.

## Benchmark Assessment Quarter 3

1. Students will demonstrate their knowledge of vocabulary pertaining to family.
2. Students will be able to indicate relationships to different family members using possessive adjectives.
3. Students will be able to successfully use the 3<sup>rd</sup> person singular and plural of regular and irregular verbs.
4. Students will successfully describe and talk about members of their family.
5. Students will be able to discuss some family customs in Italy, and compare them with family customs in America.
6. Students will be able to use appropriate vocabulary to indicate the date, the time and the weather.
7. Students will successfully use the verb to like and infinitives to indicate activities that they like to do in each of the seasons.
8. Students will be able to express favorite seasons, weather, activities and why they are their favorites .

## Benchmark Assessment Quarter 4

1. Students will demonstrate their ability to read a city map and provide directions to various locations.
2. Students will be able to identify different types of stores and buildings found in cities.
3. Students will be able to describe a city.
4. Students will successfully discuss modes of transportation to and within a city.
5. Students will be able to use the learned vocabulary to make plans in a specific city with a friend or friends, including where to go and what to do.
6. Students will be able to locate Italy on a world map and a map of Europe.
7. Students will successfully identify major lakes, rivers, mountain ranges, volcanoes, and seas in Italy.
8. Students will be able to identify countries which border Italy and the seas that surround it.
9. Students will be able to identify major cities in Italy.
10. Students will successfully research an Italian city and its major sights, traditions, and foods.
11. Students will use their knowledge of vocabulary and verbs to present the city researched to and audience.