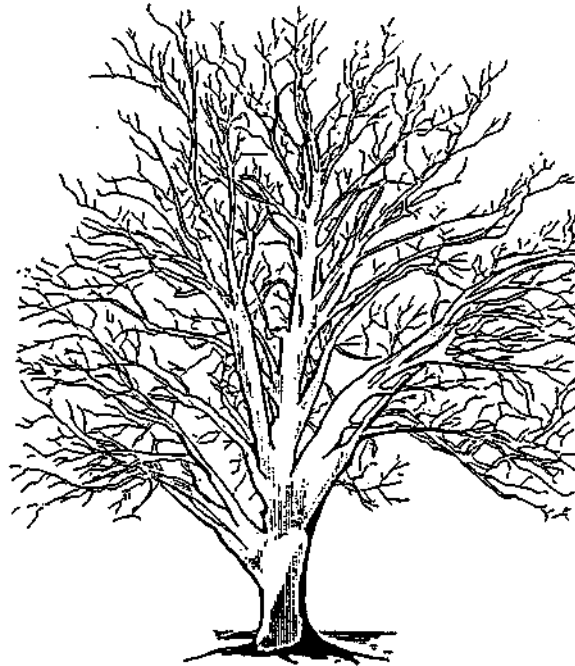


Monroe Township Schools



Curriculum Management System

Italian IB

Grade 8

July 2007

*** 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:

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The Monroe K – 12 School District recognizes the global environment of our world and the subsequent need for world language skills. Italian IB will be offered as a world language option to all middle school students in the Monroe K – 12 School District. As a planned program of instruction, the course provides students with an introduction to the Italian language and an opportunity to develop a basic cultural competency. Although communication skills will be emphasized, students participating in this course will also learn other facets of language study including vocabulary, grammar, idiomatic sayings, proverbs, culture, and geography. Participation in this course will encourage students to become more versatile citizens of a global world by enabling them to communicate with other Italian – speaking citizens.

The primary beliefs of this philosophy are:

- A person who studies a world language gains empathy and increased tolerance towards others as a result of a broadened worldview that comes from learning about other cultures and peoples.
- A person who studies a world language gains a better understanding of and appreciation for one's own native language as well as the increased capacity to learn related world languages.
- A person who studies a world language benefits from improved critical thinking skills and creativity.
- A person who studies a world language increases performance in all aspects of learning, especially language acquisition, reading, and social studies.
- A person who studies a world language produces higher ACT and SAT scores.
- A person who studies a world language is more competitive in the global marketplace.
- A person who studies a world language and culture examines one's own personal values as well as civic responsibilities.

Educational Goals

1. To recognize Italian as a major world language
2. To explore everyday uses for the Italian language
3. To demonstrate competency in the use of spoken Italian
4. To compare Italian regional differences and dialects
5. To initiate lifelong interest in the Italian language and culture
6. To engage students in real – life situations in which they can utilize the Italian language
7. To engage students in meaningful activities using the Italian language

New Jersey State Department of Education Core Curriculum Content Standards

A note about World Language Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for World Languages was revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

http://www.nj.gov/njded/cccs/s7_wl.htm

Italian IB Grade 8

Scope and Sequence

Quarter I Big Idea: Heritage

- I. Celebrating Italian Heritage
 - a. Setting up the purpose for studying Italian
 - b. Recognize and Discuss Cultural Differences Between Italian and American Culture
 - c. Italian Culture in the U.S.
 - d. Famous Italians and Italian-Americans
 - e. Italian media and advertising

Quarter II Big Idea: Measurement

- II. A Matter of Time
 - a. Present Tense of Regular and Irregular Verb Patterns
 - b. Adjectives to Describe One's Self and Others
 - c. Schedules and Events
 - d. Expressions of Time
 - e. Count 100 and above

Quarter III Big Idea: Choices

- III. Out and About
 - a. Shopping in Italy
 - b. Using a Map
 - c. Modes of transportation
 - d. Making plans

Quarter IV Big Idea: Customs and Leisure

- IV. Strictly Personal
 - a. Expressing actions in the past
 - b. Eating and Dining Customs in Italy
 - c. Leisure time activities and sport

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 1: The student will be able to further explore aspects of the Italian cultural influence on the world and the contributions of Italian –American personalities on the American cultural discourse.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
7	1.1. Identify some famous Italians and Italian-Americans. 1.2. Discuss the nature of the different waves of Italian immigration to the USA. 1.3. Discuss the influence of Italian culture in the U.S. (7.1.A.3; 7.1.A.6, 7.1.B.5, 7.1.C.3, 7.2.A.1, 7.2.A.3, 7.2.A.4, 7.2.B.2, 8.1.A.3, 8.1.B.5, 8.1.B.7, 9.2.A.4)	<ul style="list-style-type: none"> In what major ways does the Italian culture contribute to the world? In what major ways have Italian immigrants contributed and still do to the richness of the American society? What are the characteristics that differentiate immigrants from past waves from the current ones? 	<ul style="list-style-type: none"> Textbook (pgs.51-52) Internet Maps Pictures Materials to make a poster <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> On the website page shown also in the textbook (pg.53) students read about some of the Italians who have won il Premio Nobel. Then they use the information on the web page to fill in the missing information in the table on the next page. To complete this activity they are encouraged to use whatever clues they can find- the format, titles of sections and links, color of the text, parole simili- to help. <p>Interpersonal (Knowledge, Analysis)</p> <ul style="list-style-type: none"> As a pre-reading activity, students brainstorm the names of famous Italians. Do the names they mention fall into particular categories (artisti, attori, scrittori)? Do they name any scienziati? Teacher use their answers as a lead-in to the reading. Expanding on the topic of famous Italians, students brainstorm names and contributions of Italian-Americans to the enrichment of the American society. In this context students and teacher examine the patterns of immigration from Italy to this country and the peculiar characteristics of the current wave of immigrants compared to the past ones.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Presentational (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students find out more about all the Italian Nobel Prize winners at the Avanti! Website (www.mhhe.com/avanti). They find the answers to the following questions: How many Italians have won the Nobel Prize? In which categories? How many men? How many women? In which category have Italians won the most? Students then present their findings to the class. Each student prepares and presents a poster that will illustrate an influential personality of Italian or Italian-American culture.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 2: The student will be able to review structures and vocabulary learned throughout the Italian IA course of study.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
7	2.1. Describe themselves and others. 2.2. Talk about their possessions. 2.3. Ask and answer questions about people's activities. 2.4. Express preferences. 2.5. Order beverages and foods. 2.6. Use numbers from 1 to 100. 2.7. Tell and ask for the time. 2.8. Make an appointment (7.1.A.1, 7.1.A.2; 7.1.A.3, 7.1.A.4, 7.1.A.6, 7.1.B.1, 7.1.B.2, 7.1.B.3, 7.1.B.4, 7.1.C.3, 7.2.A.3, 7.2.B.1, 7.2.C.2, 9.1.B.2, 9.2.C.1, 9.2.C.2)	<ul style="list-style-type: none"> The genders of nouns and adjectives. How many are there and what are the endings that distinguish them? The definite articles. How many are there and what differentiate them? Useful Italian expressions. What are the expressions that we use to greet and salute people? What are the expressions that we use to inquire about somebody's state of being? What are the expressions that we use to introduce people? What do we mean by formal and informal tone? The number of nouns and adjectives. What are the endings for feminine and masculine nouns and adjectives? What do we mean by agreement in gender and number of nouns and adjectives? Definite articles. How many forms of indefinite articles are there? What is their usage? Subject pronouns and verbs. How do we change verbs according to the subject pronoun? What are the endings appropriate for each subject? What are the forms of the irregular verbs ESSERE and AVERE? Classroom objects. How many classroom objects can we identify in Italian? Classroom commands. How many classroom commands can we give and execute? Numbers. What are the numbers in Italian from 1 to 100? What is their correct spelling? How do we tell the time in Italian? What are the seasons and the days of the week in 	<ul style="list-style-type: none"> Handouts Vocabulary flash cards Realia Textbook Listening material Pictures TPR/TPRS <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students listen to and comprehend the song CI VUOLE UN FIORE focusing on nouns, adjectives and articles introduced in the text. Students identify pictures using the appropriate Italian word. Students identify Italian words hidden in a puzzle. Students identify hidden classroom objects hidden in the picture of a classroom. They then list the objects in Italian. Working on a handout students match Italian numbers with their corresponding numerals. Then they write out the numerals in the space provided. Students look at ten pictures of people doing different activities. For each picture they describe the physical appearance of the people featured and what they are doing using the correct form of one of the verbs listed on a handout.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 2: The student will be able to review structures and vocabulary learned throughout the Italian IA course of study.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:	Italian?	<ul style="list-style-type: none"> Students read a story expressed mostly in picture form. Whenever they come to a picture they read it as if it were an Italian word. <p>Interpersonal (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Play Charades. One student volunteers to be the Master of Ceremonies. Another one volunteers to go to the head of the class and mimics the action of one of the verbs listed on a handout. The MC asks CHE FA ...? (What is ... doing?). Whoever says in Italian what the volunteer is doing, goes to the head of the class next and mimics another of those actions. The MC asks again and students keep taking turns until they are able to name and mimic one action. Play SIMONE DICE. Taking turns students play the role of Simone who gives classroom commands. The rest of the class follows Simone's commands. <p>Presentational (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Working in small groups students present a skit written according to the following scenario: It is your first day of school after the summer break and you are in the school cafeteria. You see your old friends and some new students in the school. Greet your old friends, introduce and get acquainted to the new students, ask how they are, order food and beverages, make an appointment to see your old or new friends after school and before leaving say goodbye.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 3: The student will be able to take a glimpse of some important Italian cities, to describe the layout of an Italian city, saying how to get around, to give simple directions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	<p>3.1. Identify and list representative landmarks in some of the most important Italian cities and buildings of public interest.</p> <p>3.2. Describe their town in comparison to an Italian one.</p> <p>3.3. Compare and contrast public services as they are offered in Italy and the USA/the Italian and American welfare system.</p> <p>3.4. Ask for and give directions around a city using a map.</p> <p>3.5. Use the present indicative of the irregular verb ANDARE in all its forms.</p> <p>3.6. Use prepositions of place and their contractions. (7.1.A.3, 7.1.A.6; 7.1.B.1, 7.1.B.2, 7.1.B.3, 7.1.C.3, 7.2.A.2, 7.2.A.3, 7.2.C.2)</p>	<ul style="list-style-type: none"> Compare and contrast the layout of Italian and American cities: how has history contributed in shaping the layout of Italian cities? How are Italian streets named? How is an Italian address expressed? Where on the map are located the most important Italian cities? What are their most noticeable peculiarities (characteristics) and the most representative landmarks? What are the characteristics of the Welfare system in Italy compared to the services offered by the Social Security in the USA? How is the layout of Monroe compared to that of a small Italian town? What is the role that PIAZZA plays in the Italian social interaction? 	<ul style="list-style-type: none"> Textbook Handouts Supplemental Texts Audio Dialogue cassettes Verb flash cards – Andare Maps TPR <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Listening comprehension of a recorded dialogue using paratext as the interpretative cue. Identification of key words related to buildings of public interest. Students match pictures of Italian monuments and famous sites with the names of cities. Students fill in the blanks on a cloze list of Italian cities and they then situate these cities on a map of Italy. Students listen to the recitation of addresses of hotels located in Milan and match each hotel with the correct address. They then situate the hotels in the correct place on a map of Milan. Students listen to a dialogue and match the signs shown on a handout with their appropriate store or building.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 3: The student will be able to take a glimpse of some important Italian cities, to describe the layout of an Italian city, saying how to get around, to give simple directions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Interpersonal (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> • Work in pairs: Using a fragment of a map of Rome students compete in finding streets named after Italian cities. • Work in pairs: Students show each other pictures of different items. The partner has to indicate in what store or building these items can be bought or found. • Work in pairs: Students following written direction retrace the steps that a lost tourist should make to find his way to the S. Pietro basilica in Rome. • Scenario: work in pairs: A student interpreting the role of a tourist asks direction to find a certain building in Rome. A second student playing the role of a local looks at a map of Rome and provides the appropriate directions. The student playing the tourist retraces on his copy of the map of Rome the itinerary as indicated by the local. <p>Presentational (Knowledge, Application, Synthesis)</p> <ul style="list-style-type: none"> • Create and orally present a brochure illustrating the city of Monroe while providing details that would entice an Italian exchange student to visit it.(in pairs) (rubric) • Write and present a short essay illustrating how services are provided both in Italy and the USA. For each model indicate the pros and cons.(rubric)

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 4: The student will be able to say how to get around.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
6	<p>4.1. Say how they get around.</p> <p>4.2. List and name different means of transportation.</p> <p>4.3. Say what you and others have to do.</p> <p>4.4. Say what you and others can or can't do.</p> <p>4.5. Use the modal verbs POTERE and DOVERE with infinitive and the expression SI PUO'/ NON SI PUO'.</p> <p>4.6. Reinforce the knowledge of second and third conjugation verbs.</p> <p>4.7. Use the preposition IN and A when indicating means of transportation.</p> <p>4.8. Use the preposition IN + definite article (contracted preposition).</p> <p>(7.1.A.1, 7.1.A.6, 7.1.B.1, 7.1.B.2, 7.1.B.3; 7.2.A.1, 7.2.B.2, 7.2.C.2)</p>	<ul style="list-style-type: none"> How do people get around in traffic congested Italian cities or small towns? What are the different means of transportation? How they do compare to those used in urban and suburban America? Why are automobiles so much smaller in Italy? Why is the cost of gasoline so much higher in Italy and how does that influence people's preference in how to get around? What is a Vespa and why do Italian young people love it so much? What is the legal age in Italy to obtain a driving license? What do we mean by modal verbs? Do we have an equivalent in English? How are they used? What do we mean by contracted prepositions? What are the ones that we already know? 	<ul style="list-style-type: none"> Textbook Verb and vocabulary flashcards Map of Italy Audio Dialog Cassette Cartoon Strips (fumetti) Supplemental Texts (including worksheets and handouts) TPR Visual Props <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Listening comprehension of recorded dialogues using related comic strips as cue. <p>Interpersonal (Knowledge, Analysis, Evaluation)</p> <ul style="list-style-type: none"> Gioco a catena (chain game): a student asks a classmate: "Vai a scuola a piedi?" or "Vai a casa a piedi?". The classmate answers and asks a similar question to next student in the chain and so on. Scenario: Pretend that you and one your classmates are Guardie Svizzere who for Christmas want to go back to your native Switzerland to spend the upcoming holidays. Discuss and evaluate all the options that you have on how to travel back to your home country. Who in your class has the easiest life? Students

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 4: The student will be able to say how to get around.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>interview a group of four of their classmates and ask them what they are allowed to do and what they have to do at home. The higher the score, the easier the life!</p> <p>Presentational (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students compare their survey results with those of others in the class by reporting on the person in their group has the easiest life.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 5: The student will be able to talk about the history and some famous people and landmarks of Rome.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
6	<p>5.1. Describe Rome from a geographical, historical, and cultural perspective.</p> <p>5.2. Identify and locate on a map some of the most famous landmarks in Rome.</p> <p>5.3. Identify some historical events, cultural topics and famous people related to the city of Rome and their impact on the western civilization.</p> <p>5.4. Prepare a report illustrating the city of Rome from different perspectives.</p> <p>(7.1.A.5, 7.1.A.6, 7.1.B.3, 7.1.B.5, 7.1.C.3; 7.2.A.2, 7.2.A.3, 7.2.A.4, 7.2.C.1, 8.1.A.6, 8.1.B.7, 9.2.A.4)</p>	<ul style="list-style-type: none"> Why is Rome so attractive to people around the world? What is La Dolce Vita? How is history reflected in the layout of Rome? What is the influence of Roman history on the western civilization? 	<ul style="list-style-type: none"> Textbook Internet and resources available in the Media Center Audio dialogue cassettes Cartoon strips Teacher generated worksheets Supplemental texts Video: Lizzie McGuire in Rome <p>Interpretive (Knowledge, Comprehension)</p> <ul style="list-style-type: none"> Listen and read a short conversation ('Un giro di Roma con Antonio' from Forza Uno) that includes an illustration of the ancient part of Rome. Use the related comic strips as a cue. Answer simple questions on conversation and use the text's content as an introduction to a discussion on Rome's landmarks and culture. Watch the movie "Lizzie McGuire in Rome". Using a teacher generated worksheet, students review the dialogue between characters, depictions of life in Rome, landmarks symbolic of Rome and the relationships formed between the characters. <p>Interpersonal (Knowledge, Comprehension)</p> <ul style="list-style-type: none"> Working in small groups, students research material to complete a project on the city of Rome including its surroundings, major landmarks and famous persons. Using the gathered material they then compose a poster

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 5: The student will be able to talk about the history and some famous people and landmarks of Rome.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>or a different kind of visual. They also prepare a written report on their findings.</p> <p>Presentational (Application)</p> <ul style="list-style-type: none"> Students report (illustrate) to the class their research using the poster or any other visual that they have created.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 6: The student will be able to understand and actively respond to informal commands.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
5	6.1. List and identify classroom commands. 6.2. Respond to classroom commands. 6.3. Give classroom commands. 6.4. Identify the rules that govern the formation and usage of affirmative imperative for –are, -ere and –ire verbs. 6.5. Turn positive commands into negative. 6.6. Identify and use the two most commonly used form of informal imperative: Tu and Voi. (7.1.A.1, 7.1.A.2, 7.1.B.3, 7.1.B.4, 7.1.B.5, 7.1.C.1, 7.1.C.4; 7.2.A.1, 7.2.A.2, 7.2.C.2)	<ul style="list-style-type: none"> How can the tone of voice turn a statement into a command or an exclamation? How frequently commands are used in everyday life. What are the reasons to use informal imperative? (Give orders, provide instructions, give a piece of advice, persuade/encourage someone to do something). Why the inherent function of the imperative does not allow forms for Io, Lui, Lei and Loro? Why is the imperative form used in advertising? 	<ul style="list-style-type: none"> Command picture cards Sentence strips Matching game Posters and brochures Italian commercial products Clip of an Italian commercial Material to make a poster or a brochure Gioco Dell' Oca board Environmental signs <p>Interpretive (Knowledge)</p> <ul style="list-style-type: none"> Students match picture cards to command statements. Students identify commands in the context of a commercial text. <p>Interpersonal (Knowledge, Application)</p> <ul style="list-style-type: none"> In pairs, students identify and explain all commands used in sample commercial texts. Students play Gioco dell'Oca. Students play with dice and a board. One student counts aloud, if he finds a command, he has to repeat it using the first person indicative. If he finds an object, he has to say: "questo e' ..." or "questa e'" A mistake results in returning to the beginning of the game. Students practice imperatives with a game of Simon dice. They take turns being Simon.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Italian Culture and Heritage	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 6: The student will be able to understand and actively respond to informal commands.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> Students practice negative imperative by making a list of what their classmates should not do. <p>Presentational (Analysis, Synthesis)</p> <ul style="list-style-type: none"> Students create and present a poster or a brochure advertising an Italian product. After all posters and brochures have been presented students will compile a class list by categories used for future reference and evaluation.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 7: The student will be able to follow set patterns for conjugating verbs in the present.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
10	<p>7.1. Review the concept of infinitive and the meaning of selected infinitive verbs.</p> <p>7.2. Identify and apply the patterns of regular –ARE, -ERE, -IRE verbs.</p> <p>7.3. Use subject pronouns with conjugated regular verbs in the present tense.</p> <p>7.4. Highlight conjugation patterns that will help to remember the forms of irregular verbs.</p> <p>7.5. Meaningfully use conjugated verbs and infinite forms in simple sentences with the intent of learning meaning, use and form at the same time.</p> <p>(7.1.B.1, 7.1.B.3, 7.1.B.4, 7.1.C.3, 7.2.A.3, 7.2.B.2,, 7.1.C.2)</p>	<ul style="list-style-type: none"> • What is an infinitive? • In what different ways can the Italian present tense be expressed (translated) in English? • Why the subject pronouns are often omitted in Italian? When do they need to be expressed? • How do the endings of conjugated verbs vary according to the different types of infinitive? • Why are irregular verbs called like that? What strategies can we use to remember the pattern of those verbs? • Why are verbs so important for communication purposes? 	<ul style="list-style-type: none"> • Textbook • Supplemental Texts • Verb Cards • Pronoun Cards • Activity sheets (i.e. used with card with sections of sentences to reconstruct). • Verb conjugation grids. • CLOZE • TPR • A ball <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> • Students use text to search for a present tense verb(s). They then match them with the corresponding infinitive and subject pronoun. • Completion of a diagram dealing with anatomy of verbs. <p>Interpersonal (Knowledge, Application, Analysis)</p> <ul style="list-style-type: none"> • To practice recognizing and using the infinitive, each student select one item from a chart illustrating how Italians youth spend their free time and in what percentage (the infinitive is used to express each activity on the list). Then take a poll of the class, calculate the percentage for each (number of votes: total number of students), and compare the results to those on the chart.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 7: The student will be able to follow set patterns for conjugating verbs in the present.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<ul style="list-style-type: none"> Activities to practice the present indicative of regular and irregular conjugated verbs: <ul style="list-style-type: none"> Tante Domande. Working in pairs, students make a list of questions that could be followed logically by a list of answer provided on a handout. Then each student changes partners and asks him/her the questions on the list previously prepared. Verb Volley Ball. Students form a circle around the teacher, who calls out the first verb and a person (e.g., Lavorare/ Io). The teacher tosses a ball to a student, who must conjugate the verb in the Io form. The student tosses the ball to another classmate. The teacher calls out the next person (Tu), and the student responds (Lavori) and passes the ball to someone else, and so forth. <p>Presentational (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students receive three pictures describing actions involving the various members of the Moretti Family. They listen to five questions based on the illustrations and answer in writing. They then report the answers to the class using the picture as props.

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 8/ Italian IB	Topic: A Matter of Time	
		Goal 8: The student will be able to check for verb-subject agreement when talking about people, objects and actions using verbs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	8.1. Organize a sentence in the SVO sequence. 8.2. Use the appropriate agreement between subject and verb. 8.3. Talk about objects and people using verbs. 8.4. Write about objects and people using verbs. (7.1.B.4, 7.2.A.1;7.2.B.2, 7.2.C.2)	<ul style="list-style-type: none"> What is the functional role that verbs play when expressing action in a sentence? 	<ul style="list-style-type: none"> Supplemental texts Handouts Flashcards Cloze sentences <p>Interpretive (Knowledge, Application)</p> <ul style="list-style-type: none"> Students have to reconstruct a cloze sentence contained in an envelope. <p>Interpersonal (Knowledge, Analysis, Synthesis)</p> <ul style="list-style-type: none"> Students work in groups of three. The goal of this activity is to create a (fantasy) story about Salvatore and Riccardo's week, during which they encounter five Nobel prize winners (or famous people). The first person in the group writes one line of the story and then passes the story to the third person. Continue passing the story to the next person. Continue passing the story until Salvatore and Riccardo have met all the characters and their week is complete. <p>Presentational (Application)</p> <ul style="list-style-type: none"> When students have finished writing the stories about La settimana di Riccardo e Salvatore, each group will read their stories as they created them; each member takes a turn reading a line.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 9: The student will be able to get someone's attention and ask and tell time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
8	<p>9.1. Get someone's attention.</p> <p>9.2. Tell the time using the 12-hour clock.</p> <p>9.3. Have an appreciation of the 24-hour clock used in official situations in Italy.</p> <p>9.4. Ask the time using the expressions: "Che ora e'?", "Che ore sono?".</p> <p>Use time phrasing " Sono le...", " E' l'una/ mezzogiorno / mezzanotte". (7.1.A.1, 7.1.A.2, 7.1.A.4, 7.1.A.5, 7.1.B.1, 7.1.B.3; 7.1.A.4, 7.1.C.2)</p>	<ul style="list-style-type: none"> • How can we get someone's attention? • How do we express the lapse of time in a day? • What is the 24-hour "military clock"? 	<ul style="list-style-type: none"> • Textbook • Supplemental texts • Worksheets • Giant toy clock • Miniature clocks <p>Interpretive (Knowledge)</p> <ul style="list-style-type: none"> • Students look at the comic strip in their textbook (pg.59) and using the paratext identify the expressions used to attract someone's attention, to ask the time, to tell the time. • Students follow teacher's model on giant clock and record time on activity sheet using the appropriate expressions. • Students match time with complementary picture of a clock. <p>Interpersonal (Knowledge)</p> <ul style="list-style-type: none"> • Students cooperatively work on The Crazy Clock Shop worksheets (All of the clocks in the shop have different times, except two of them showing the correct time. Students tell which is the correct time and what time each clock shows). <p>Presentational (Knowledge, Application)</p> <ul style="list-style-type: none"> • Gioco a Catena. • Students will use miniature clocks as cues and will go in circles asking each other "Scusa/Scusi, Che ora e' / Che ore sono?" • Conduct Review Activities.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 10: The student will be able to say when events occur and talk about daily routines.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	10.1. Ask and tell when events occur. 10.2. Discuss how to express routine activities using time. 10.3. Use phrasing "A che ora?" and "A .../ Alle ..." to ask and tell about events taking place. 10.4. Use conjugated forms of the irregular verb Fare and related idiomatic expressions. 10.5. Use conjugated forms of the irregular verbs Andare and Uscire. 10.6. Discuss opening and closing times for school and stores in Italy. (7.1.A.2, 7.1.A.4, 7.1.B.3, 7.1.B.4, 7.1.C.3, 7.2.A.1)	<ul style="list-style-type: none"> How can we express time in connection to the activities that are part of our daily routine? When referring to time, what is the difference between the two questions "A che ora?" and "Che ora e'?"? 	<ul style="list-style-type: none"> Textbook Supplemental texts Workbook REALIA Video Worksheets <p>Interpretative (Comprehension)</p> <ul style="list-style-type: none"> Students watch and listen to a video illustrating how some Italians tell when they do certain things. The students then indicate on a worksheet at what time each activity happens. <p>Interpersonal (Knowledge, Application)</p> <ul style="list-style-type: none"> Working in pairs, students take turns asking and answering questions about their daily schedule of activities. During the interview they take notes. <p>Presentational (Application)</p> <ul style="list-style-type: none"> Using the notes taken during the interview students report to the class their partner's daily schedule.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 11: The student will be able to describe clothes.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings use calendar information.	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
6	11.1. Identify and list articles of clothing. 11.2. Identify and list colors. 11.3. Describe articles of clothing. 11.4. Use verbs associated with wearing (mettere, indossare, and portare). 11.5. Discuss the expression Fare Bella Figura. 11.6. Discuss body parts in relation to wearing clothes and accessories. 11.7. Use the idiomatic expression Avere Mal Di to indicate that you have an ache. (7.1.A.3, 7.1.A.5, 7.1.B.1, 7.1.B.4, 7.1.C.1, 7.1.C.3 7.1.C.4; 7.2.A.1, 7.2.A.3, 7.2.A.4, 7.2.B.2, 7.2.C.2)	<ul style="list-style-type: none"> What is the Importance of fashion in Italy, both as a cultural phenomenon rooted in centuries of craftsmanship and as a major factor in the national economy? What does the expression Fare Bella Figura means and how is it embedded in the Italian aesthetic tradition of always making an effort to project an image of elegance and refinement? How do we express pain in body parts? 	<ul style="list-style-type: none"> Textbook Italian fashion magazines Realia Song on a tape Vocabulary cards <p>Interpretative (Knowledge)</p> <ul style="list-style-type: none"> Students observe a picture of a fashion show (textbook pg. 189) and match all the clothes and accessories with a list of colors provided. Then they add to the list all the clothes that the students in class are wearing that match the list of colors provided. To review clothing with colors, the teacher asks students if various articles of clothing match (i.e. I pantaloni verdi si abbinano con la camicia rosa?). The teacher complains. Students points to the body parts that are hurting him/her. <p>Interpersonal (Knowledge, Application)</p> <ul style="list-style-type: none"> Student secretly selects another student in the class and describes what s/he is wearing. The partner must guess the student being described. Students begin the description with: "Questa persona porta...".

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 11: The student will be able to describe clothes.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings use calendar information.	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> Cooperatively, students make a list on the board of 10-15 activities that might cause pains in different parts of the body (i.e. giocare a tennis). Then working in pairs and taking turns, one student picks an activity from the list and mentions all the body parts that ache after having done the activity. The other students have to guess the activity. <p>Presentational (Knowledge, Application, Evaluation)</p> <ul style="list-style-type: none"> The teacher brings in an Italian fashion magazine and asks students to describe the clothing and discuss their preferences. Scenario: you are a fashion critic invited to a fashion show in Milan. Describe and critique the clothes that were shown to you to your television audience impersonated by your classmates.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 12: The student will be able to compare shopping in Italy and the USA and to count numbers from 100 and above.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	<p>12.1. Recite, spell and use numbers from 100 and above.</p> <p>12.2. Compare and contrast shopping for clothing in Italy and the USA.</p> <p>12.3. Discuss Italian (European) currency system.</p> <p>12.4. Interact with a salesperson</p> <p>12.5. Use verbs and expressions used to buy clothing and accessories(Desidera? Vorrei, Abbinare, Andare di moda, Taglia, Numero).</p> <p>12.6. Use conjugated forms of the –ISC- verb PREFERIRE.</p> <p>(7.1.A.1, 7.1.A.4, 7.1.A.5, 7.1.A.6, 7.1.B.4, 7.1.C.1, 7.1.C.3, 7.2.A.1, 7.2.A.3, 7.2.A.4, 7.2.B.1, 7.2.B.2 7.2.C.2, 9.2.C.1, 9.2.C.2)</p>	<ul style="list-style-type: none"> What is the critical role that numbers and math operations play in everyday life in particular in commercial transactions? Is the use of credit cards as common in Italy as it is in the USA? Do Italy and the USA share the same size system for clothing and shoes? How is shopping different in Italy compared to the more customer oriented system in the USA? Do Italians and Americans, and teenagers in particular, share the same preferences related to fashion and style? 	<ul style="list-style-type: none"> Textbook Supplemental texts Workbook Number cards Chips of Euros Realia Cruci-puzzle TPR. Taped dialogue. <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Teacher calls numbers or shows numbers to students and students write down numbers. Students listen to a dialogue between customer and salesperson taken place in a clothing store. They then complete a True or False worksheet related to the dialogue's content. <p>Interpersonal (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students observe a picture of different clothes and accessories. With the teacher, they discuss the approximate cost of each item in Italy and the USA. Play the scenario I NEGOZI. You are invited to go to a fancy party, so you go shopping for some really neat

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 12: The student will be able to compare shopping in Italy and the USA and to count numbers from 100 and above.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>clothes.</p> <p>Presentational (Knowledge, Application)</p> <ul style="list-style-type: none"> Scenario: Students are provided with a picture of a window dressed with clothes and accessories and their individual prices. Students pretend to go in the store and buy some of the items shown using the appropriate expressions.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 13: The student will be able to use the demonstrative adjectives Questo and Quello.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
3	<p>13.1. Identify and list all the forms of the demonstrative adjective Questo.</p> <p>13.2. Identify and list all the forms of the demonstrative adjective Quello.</p> <p>13.3. Use demonstrative adjectives to express the spatial position of an object in relation to the speaker. (7.1A.5, 7.1.B.1, 7.1.B.2, 7.1.B.3, 7.1.B.4, 7.1.C.1, 7.1.C.3; 7.2.A.1, 7.2.A.4, 7.2.B.1, 7.2.C.2)</p>	<ul style="list-style-type: none"> How do the demonstrative adjectives Questo and Quello help to clarify the spatial position of objects in relation to the speaker (close or faraway from the speaker)? How does the gender and number of the nouns that they precede influence the forms of Questo and Quello? 	<ul style="list-style-type: none"> Textbook Pictures Realia Worksheets <p>Interpretive(Knowledge)</p> <ul style="list-style-type: none"> Students identify the definite article "hidden" in the forms of Questo and Quello on a teacher generated handout. <p>Interpersonal (Knowledge, Application)</p> <ul style="list-style-type: none"> (In Pairs) Al Centro Commerciale: Your teacher put school supplies on two table with corresponding tag prices simulating a supply store. Look at the school supplies on the tables. Using the appropriate forms of Questo and Quello, indicate to your partner three items that you would like to buy. Your partner will tell how much your total purchase costs (Quant'e"). <p>Presentational (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Teacher writes different forms of questo and Quello on the board or on a transparency. Students provide grammatically appropriate (and logical) noun for each.

Suggested days of Instruction	Curriculum Management System	Topic: A Matter of Time	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 13: The student will be able to use the demonstrative adjectives Questo and Quello.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> Scenario: While you are window shopping with your friends, you are attracted by a window dressed with clothes and accessories. Explain to your friends which ones are the items that you like the best without pointing to them.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 14: The student will be able to express emotion.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>14.1. Contrast and compare Italian and English interjections used to express surprise, pain and so on (Ehila', Ahi, Oddio, Mamma mia, Dai, Macche', Uffa, Boh, Magari, Peccato).</p> <p>14.2. Respond to a question with an appropriate interjection. (7.1.A.2, 7.1.A.4, 7.1.A.6, 7.1.B1, 7.1.B2, 7.1.B.3, 7.1.C.1; 7.2.A.1; 7.2.B.1, 7.2.B.2. 7.2. C.2)</p>	<ul style="list-style-type: none"> What are the most common interjections that we use to express surprise, pain, encouragement, disbelief uncertainty, or exasperation? What are the equivalents in English of the most common Italian interjections? 	<ul style="list-style-type: none"> Textbook Cartoon Strips Workbook Alternate text resource materials Video Web sites <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students interpret the captions that describe the cartoon strips. Students watch and listen to a video in which people are interviewed and they respond with an interjection. Then on a worksheet, they match the interjections they heard with the appropriate question. <p>Interpersonal (Knowledge, Application)</p> <ul style="list-style-type: none"> On a worksheet students individually match a set of questions/statements with the appropriate answers which include interjections. Then they compare their answer with those of a classmate. Taking turns, one says the question/statement and the other responds with the appropriate interjection.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 14: The student will be able to express emotion.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Presentational (Knowledge, Application)</p> <ul style="list-style-type: none"> In pairs, students prepare and present skits of different situations in which reactions of people involved call for the use of an interjection (i.e. you're eager to go out and your parents keep adding to the list of chores they want you to do before you leave).

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 15: The student will be able to make plans for vacation using present or future tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>15.1. Recognize and use conjugated forms of future tense.</p> <p>15.2. Lay out plans for a vacation.</p> <p>15.3. Use adverbs of time in conjugation with future or present tense verbs (Prossimo, Fra...).</p> <p>15.4. Compare and contrast vacation time in Italy and the USA. (7.1.A.1, 7.1.A.6, 7.1.B.2, 7.1.B.3, 7.1.C.2; 7.2.A.1, 7.2.B.2, 7.2.C.3)</p>	<ul style="list-style-type: none"> What are the endings that characterize the future tense in Italian? Both present indicative and future tense can be used to express actions that will take place in the future. When do we use which and why?(The present indicative often is used for activities that are already planned in the future while the future tense is used to talk about actions that will take place in the future, particularly if the activities are not yet planned or you are yet not absolutely sure that they will actually take place). What cultural and economic reasons influence the different lengths and organizations of a vacation in Italy and the USA? Why does Italy, at the time of Ferragosto, the country come to a stop? 	<ul style="list-style-type: none"> Textbook Verb cards Worksheets Maps and brochures Internet Realia <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Teacher writes time expressions on the board and students say which ones indicate the future. Listening-comprehension: teacher reads sentences. Students determine whether the verbs in each sentence are in the present or future tense. <p>Interpersonal (Knowledge, Application, Evaluation)</p> <ul style="list-style-type: none"> In pairs: Students interview each other about their projects for the future. They take notes. Each student writes five resolutions (Buoni Propositi) for next year. In group students read their resolutions to each other and decide whether they think each student will succeed keeping his/her resolutions.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 15: The student will be able to make plans for vacation using present or future tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational (Knowledge, Application, Synthesis) <ul style="list-style-type: none"> Students reports to the class the content of the interviews about future plans. Research and plan a vacation to a region or a city in Italy. Then write an e-mail to a friend describing your plans. Make sure to include the destination, how you will get there, who you are going with, how long you're staying, what activities you are planning to do there.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 16: The student will be able to talk about education and professions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	16.1. Find out someone's future plans. 16.2. Talk about professions. 16.3. Lay out future career plans. 16.4. Discuss the Italian educational system. ORIGINAL (7.1.A.2, 7.1.A.5, 7.1.A.6, 7.1.B.4, 7.1.C.1; 9.2.A.4)	<ul style="list-style-type: none"> What are some of the professions that you already know in Italian or that you can easily recognize because they are English cognates? What are the different titles that are used to address a teacher in Italy? What are the masculine and feminine forms of professions? 	<ul style="list-style-type: none"> Textbook Supplemental texts Activity worksheets Taped song E' La Musica by Andrea Mingardi <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students listen to the song E' La Musica by Andrea Mingardi (the 54th annual Sanremo festival in 2004) and scan for professions named in the lyrics. Students match picture of a profession with names of work places. <p>Interpersonal (Comprehension, Evaluation)</p> <ul style="list-style-type: none"> From a list provided by the teacher, students rank ten professions in order of their importance in society. They then compare their list with that of a classmate. Are they similar or different? Students discuss the criteria they used in the ranking. <p>Presentational (Application, Comprehension, Evaluation)</p> <ul style="list-style-type: none"> E Tu? Cosa Vuoi Fare? On a list provided by the teacher students check professions that they would gladly do and with a different marker professions they

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 16: The student will be able to talk about education and professions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>would never do. They then choose a desired profession and an undesired one to present and discuss their choice with the class. For the presentation they use the following format: Vorrei diventare (to become... perche' mi piace.../ Non vorrei diventare... perche' non mi piace). The criteria that students used in making their choices are discussed as a class.</p> <ul style="list-style-type: none"> • Scenario: The school guidance department wants to find out about the student's career plans. Write a short statement (4 sentences) about what you like to be.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 17: The student will be able to talk about events that took place in the past.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	17.1. Use the present perfect of regular verbs. 17.2. Form the past participle of verbs. 17.3. Learn time expressions used to express the past (Ieri, Scorso/a/i/e, fa). 17.4. Express a sentence in the negative using Non... Mai. 17.5. Talk about events that took place in the past. 17.6. Write a paragraph describing people's past events. (7.1.A.5, 7.1.A.6, 7.1.B.3, 7.1.B.4, 7.1.C.3, 7.2.A.1, 9.2.A.4)	<ul style="list-style-type: none"> How is the Passato Prossimo made up? How is the past participle formed? Which verbs take Essere as an auxiliary and which take Avere? How time expressions contribute to the cohesion of a text? 	<ul style="list-style-type: none"> Textbook Workbook Supplemental texts Color coded charts Activity worksheets Flashcards <p>Interpretive (Comprehension, Analysis)</p> <ul style="list-style-type: none"> Students read a text (Textbook pg. 162) in which the two characters Gessica e Luigi tell each other what they did this weekend. All the verbs are in the Passato Prossimo and in the first person singular. Students underline all the verbs and for each one they list the appropriate infinitive. Two verbs are already done to provide an example. Before explaining how to form the passato prossimo, teacher asks students to try to figure it out based on the verbs in the chart <p>Interpersonal (Knowledge, Application)</p> <ul style="list-style-type: none"> Students individually write on a chart four activities that they did last summer. Then they interview their classmates in search of somebody who did the same activities. This person signs on the chart. Before

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 17: The student will be able to talk about events that took place in the past.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>students fill in their activities, with the teacher's help they brainstorm together typical summer activities, such as Nuotere in piscina, Andare al mare and so on.</p> <p>Presentational (Knowledge, Application, Synthesis)</p> <ul style="list-style-type: none"> Students are given three pictures representing different people. Part one: As a class students first decide names and age for each character and then they describe their personality. Part two: Working in groups of four or five people, students describe what the characters did last summer. The first student writes a sentence and passes the paper over to a second student. The second student reads and writes a sentence that continues the story and then passes over the paper to a third student and so on. At the end, the last student reads the entire story to the group. Students present their work to the class.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 18: The student will be able to describe meals and food preferences.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	<p>18.1. Identify restaurant terms and items on an Italian menu.</p> <p>18.2. Order from an Italian menu.</p> <p>18.3. Discuss the courses of a typical Italian meal.</p> <p>18.4. Describe how to set the table.</p> <p>18.5. Get an appreciation of the Mediterranean diet and the Slow Food movement created in Italy to resist the influx of fast food.</p> <p>(7.1.A.1, 7.1.A.2, 7.1.A.5, 7.1.B.1, 7.1.B.2, 7.1.B.3, 7.1.B.4, 7.1.C.1, 7.1.C.3; 7.2. A.1, 7.2.A.4, 7.2.B.1, 7.2.B.2)</p>	<ul style="list-style-type: none"> What are the main courses that are part of a typical Italian meal? When do Italians eat Antipasto? What is the difference between Primo Piatto and Secondo Piatto? Which Piatto is accompanied by a Contorno? When is cheese served, before or after dessert? What are the different kinds of restaurants in Italy? What is a Trattoria, Ristorante, Pizzeria, Tavola Calda and Osteria? What is the proper etiquette to follow in an Italian restaurant? How much is appropriate to leave for Mancchia? What is a Coperto? Why was the Slow Food born in Italy? What is the main goal of such a movement? What constitutes the Mediterranean Diet? What beneficial influx has the Mediterranean diet had on the Italian public health? How does the Mediterranean diet compare to the typical American diet? 	<ul style="list-style-type: none"> Textbook Workbook Supplemental texts Worksheets TPR Props Realia TPR <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students match a list of foods provided by the teacher with the courses they belong (antipasto, primo, secondo, contorno, dolce) You are ordering a meal from an Italian menu. What foods should you order and which ones avoid if you follow the Mediterranean Diet? <p>Interpersonal (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Look at the menu from an Italian restaurant and make a list of five foods and drinks that you never eat or drink. Then interview three classmates and mark the items that you both avoid. With whom do you have the most in common? Present the results to the rest of the class.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 18: The student will be able to describe meals and food preferences.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> Scenario: working in pairs and taking turns students play the roles of waiter and client ordering food from an authentic Italian menu. The waiter asks what the customer wants and writes down each order. <p>Presentational (Knowledge, Application)</p> <ul style="list-style-type: none"> Students write and present to the class a short text about food. The text should include what foods they like and dislike, what is customary to eat in their households and, the differences between the Italian and the American ways of eating. Scenario: You are the Italian equivalent of Martha Stewart on a TV show. Using props, demonstrate how to set the table calling each item by their Italian name while using and miming expressions such as A Destra and A Sinistra.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 19: The student will be able to indicate the presence of someone or something.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	19.1. Indicate the presence of someone or something using the structures C'e'/ Ci sono. (7.1.A.1, 7.1.A.5, 7.1.A.6, 7.1.B.3; 7.1.C.2)	<ul style="list-style-type: none"> What is the difference between C'e' and Ci sono? What does Ci mean? How do these expressions convey the idea of being in or being here? 	<ul style="list-style-type: none"> Textbook Workbook Supplemental texts <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Teacher brings a bag containing different numbers of the items listed on a handout and chocolate candies. Students have to guess the number of all the items in the bag, including the chocolates, using the expressions C'e'/ Ci sono. Teacher awards chocolates to all students at the end of the game. The game can be played again when the teacher secretly changes the content of the bag. Students look at a picture representing three tables in a restaurant. They then determine whether sentences describing the scenes are true or false. <p>Interpersonal (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> In pairs, students make a list of seven objects and people that are in classroom. They must include at least two false statements in the list. They then exchange lists with another group and correct the false statements. <p>Presentational (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students write a description of their bedroom listing all the appliances and objects.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/ Italian IB	Goal 20: The student will be able to talk about sports and free-time activities.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
4	<p>20.1. Talk about sports.</p> <p>20.2. Talk about his/her favorite free-time activities.</p> <p>20.3. Discuss the role of soccer chief among other sports in Italy.</p> <p>20.4. Discuss leisure time in Italy.</p> <p>20.5. Reinforce the use of present tense of –are verbs and Fare and Andare.</p> <p>(7.1.A.2, 7.1.A.3, 7.1.A.4, 7.1.A.6, 7.1.B.3, 7.1.B.4, 7.1.B.5,, 7.1.C.2; 7.2.A.1, 7.2.A.3, 7.2.B.2, 7.2.C.1, 7.2.C.2)</p>	<ul style="list-style-type: none"> What sports are popular in both Italy and the USA? What certain American sports do not make their way into mainstream Italy? Conversely, why is soccer so popular in Italy but has not become popular in the USA despite several attempts? How do Italian past time activities differs from the American ones? 	<ul style="list-style-type: none"> Textbook Workbook Supplemental texts Cartoon strips Realia <p>Interpretive (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students read cartoon strips depicting the activities of an Italian family on a weekend. They then answer question about the text. <p>Interpersonal (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Personality Test: Che tipo di persona sei? What type of person are you? Your classmate will ask you what you like doing most. They will read from a list and will record whether you answer is a, b, c or d. If you give three or more answers with the same letter, then that is the type you belong to. If you give a total mixture of answers, then you are probably very well balanced! <p>Presentational (Knowledge, Application)</p> <ul style="list-style-type: none"> Students bring to class a picture of their favorite team and talk about the team, the coach and their favorite player. Students prepare and present a poster illustrating their favorite activities during the weekend or after school.

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SUGGESTED MATERIALS

Resources for Students:

1. Textbook - Aski, Musumeci. *Avanti! Beginning Italian*. New York: McGraw Hill, 2007.
2. Workbook - Aski, Musumeci. *Avanti! Beginning Italian*. New York: McGraw Hill, 2007.
3. Accompanying student CD.
4. Internet activities accompanying textbook and teacher produced.
5. Lab CD and DVD accompanying textbook.
6. Teacher produced materials.

Resources for Teachers:

1. Sudenary, Michael. *Forza! Uno*. Minnesota: EMC/Paradigm Publishing, 2002.
2. Danesi, Marcel. *Adesso! 2nd ed. Boston*: Heinle & Heinle Publishers, 1996.
3. Mallozzi, Moneti, Valentini. *Amici*: New York, MVM Publishers, 2003.
4. Boselli, Claudia & Mirtilli Morgana. *Superci@o.it*: Brescia, Editrice La Scuola, 2005.
5. Giuliano, Concetta & Heywood Wald. *Italian is fun*. NY: Amsco School, Inc., 1988.
6. Giannetti, George. *Pronto e Presto*.
7. Gruppo Meta. *UNO*: Cambridge Press, 1997.
8. Ziglio, Luciana & Rizzo, Giovanna. *Espresso*: Alma Edizioni, 2001.
9. Chiappini, Loredana & De Filippo, Nuccia. *un giorno in itlalia*: Bonacci Editore, 2003.

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COURSE BENCHMARKS

Course Goals:

1. The student will be able to further explore aspects of the Italian cultural influence on the world and the contributions of Italian – American personalities on the American cultural discourse.
2. The student will be able to review structures and vocabulary learned throughout the Italian IA course of study.
3. The student will be able to take a glimpse of some important Italian cities, to describe the layout of an Italian city, saying how to get around, to give simple directions.
4. The student will be able to say how to get around.
5. The student will be able to talk about the history and some famous people and landmarks of Rome.
6. The student will be able to understand and actively respond to informal commands.
7. The student will be able to follow set patterns for conjugating verbs in the present.
8. The student will be able to check for verb-subject agreement when talking about people, objects and actions using verbs.
9. The student will be able to get someone's attention and ask and tell time.
10. The student will be able to say when events occur and talk about daily routines.
11. The student will be able to describe clothes.
12. The student will be able to compare shopping in Italy and the USA and to count numbers from 100 and above.
13. The student will be able to use the demonstrative adjectives Questo and Quello.
14. The student will be able to express emotion.
15. The student will be able to make plans for vacation using present or future tense.
16. The student will be able to talk about education and professions.
17. The student will be able to talk about events that took place in the past.
18. The student will be able to describe meals and food preferences.
19. The student will be able to indicate the presence of someone or something.
20. The student will be able to talk about sports and free-time activities.