

**South Orange & Maplewood School District
World Language Curriculum-9-12
Italian I**

**South Orange Maplewood
School District
Office of Curriculum & Instruction
January 2015**

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World Language Department (Grades 9-12)
Enrica Funari

Italian I Overview

Italian I is a course for students of Italian as a Foreign Language with emphasis on listening, comprehension and speaking, and with an introduction to reading and writing in Italian, as well as cultural elements of the Italian speaking world. Students learn foundational structure and syntax including and everyday vocabulary. Students will work toward the improvement of pronunciation and interactive communication. By the conclusion of this course, students are prepared to take the Italian II Course.

Philosophy:

The mission of the World Languages/ESL Program is to have all students function competently in a language other than their own and to be able to interact and communicate with members of other cultures while gaining a greater understanding of and respect for the cultural perspectives, practices, and products of different countries.

GOALS

The goals of the World Languages program are as follows:

All students will communicate at a level of literacy in a language other than English.

This means that all students will:

- Develop the ability to understand the spoken language;
- Communicate orally in the language;
- Develop the ability to extract and interpret information through reading;
- Develop the ability to communicate in writing; and
- Develop an appreciation for basic behavioral, cultural, and linguistic patterns of the language community, whether abroad or in the United States.

All students will recognize the interrelationship between language and culture for at least one world language other than English.

This means that all students will:

- Gain greater insight and appreciation for the English language and American culture through the study of another language;
- Understand how language works;
- Improves the ability to understand career opportunities related to the study of other cultures;
- And, gain greater personal satisfaction as a citizen of the world.

Language study provides insight into the culture of another country. The acquisition of another language focuses attention on how language and culture interact. The interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. Exploration of a new culture helps students to frame issues about their own worldview while investigating another. Comparing and contrasting languages and cultures promote cross-cultural discourse and understanding, which are at the heart of the humanities.

SECTION II

The Core Curriculum Content Standards

(Adopted by the NJ Department of Education NJCCCS 2009)

The following information is from the New Jersey Department of Education website
<http://www.state.nj.us/education/cccs/standards/7/index.html>

Core Curriculum Content Standards

World Languages Standard Learning Progressions

Introduction

7.1 World Languages

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode
- Proficiency Levels - All Strands
 - Novice-Mid
 - Novice-High
 - Intermediate-Low
 - Intermediate-Mid
 - Intermediate-High
 - Advanced-Low

SCOPE AND SEQUENCE

Theme	Unit	Duration	Major Concepts
My World: Per Cominciare	1	Weeks 1-4	<ul style="list-style-type: none"> • Pronunciation of the Italian alphabet • Beginning numbers 1-100 • Greetings and introductions • Create an I.D. card
Let's Go to Rome Visitare: Siamo a Roma	2	Weeks 5-8	<ul style="list-style-type: none"> • Addressing different people • Telling time using 24 hour clock • Describing states of being • Asking and giving directions • Geography • “Are” verbs
Learn Italian! Studiare: Impariamo Italiano!	3	Weeks 9-18	<ul style="list-style-type: none"> • Talking about yourself and others • Educational system in Italy • “Ere-Ire” verbs • Irregular verbs
My House Abitare : Andiamo a Casa Mia !	4	Weeks 19-26	<ul style="list-style-type: none"> • Describing the personality and physical traits of yourself and others • Identify and describe everyday objects • Talking about the family • Identify placement and agreement of adjectives • Modal verbs • Living and lifestyle in Italy

Shopping/Acquisitions Comprare: Facciamo delle Commissioni!	5	Weeks 27-34	<ul style="list-style-type: none"> • Open markets • Shopping for food • Use of (Passato Prossimo) • Complements of direct object pronouns • (La spesa quotidiana): daily shopping
Let's Eat! Mangiare: Tutti a Tavola!	6	Weeks 34-39	<ul style="list-style-type: none"> • (La cucina Italiana) • Ordering food and drink • Regional cooking • Use and placement of adverbs

Unit 1:
Per Cominciare:My World- Il Mio Mondo

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<ul style="list-style-type: none"> • Greet new friends • Introduce themselves and others • Use numbers to tell how much things cost • Name basic classroom objects • Tell the color of objects • Presenting oneself • Ask how to say various classroom objects in Italian • Determine whether to use formal or informal register of speech • Determine gender of a given noun and apply correct article <p>7.NM.A.1, 7.NM.A.2, 7.NM.A.3, 7.NM.A.8, 7.NM.B.1, 7.NM.B.2, 7.NM.B.3, 7.NM.B.4, 7.NM.C.1, 7.NM.C.2, 7.NM.C.3</p>	<ul style="list-style-type: none"> • Meeting, greeting and introducing is an important part of making good first impressions and developing friendships. • Being able to make basic conversation about a common situation is essential to making a good first impression. • All nouns in Italian are either feminine or masculine. • Knowing numbers in Italian carries over to any situation 	<ul style="list-style-type: none"> • Why are knowing common greetings and expressions in a person’s language important in meeting new people? • In a new world language class, what basic questions or words are important to know in order to communicate with people? • What topics/subjects are important to people your age when meeting for the first time in a common class? • What major differences are there between Italian and English nouns?

Skills	Key Content – Vocabulary/Grammar
<ul style="list-style-type: none"> • Greet new friends • Introduce themselves and others • Use numbers to express age and prices • Ask people how they are • Ask how to say various classroom objects or expressions in Italian • Determine whether to use formal or informal register of speech • Determine gender of a given noun and apply correct article 	<ul style="list-style-type: none"> • Nationalities • Family • Colors • Singular definite articles • Age • Singular possessive adjectives • Numbers 1-100 • Alphabet • Greetings (formal/informal)

<p><u>Performance Assessment:</u></p> <p>Interpretive Task: Students will demonstrate mastery of interpretive skills gained in Unit 1 by completing a test of listening and reading comprehension of concepts covered during the first unit.</p> <p>Interpersonal Task: Students will demonstrate mastery of interpersonal skills gained in Unit 1 by asking and answering basic questions about themselves and others.</p> <p>Presentational Task: Students will demonstrate mastery of presentational skills gained in Unit 1 by introducing themselves and members of their family using a PowerPoint presentation.</p> <p><u>Additional Formal Assessments:</u> Listening comprehension Rubric graded skits, posters, poems Text prepared quizzes Teacher prepared quizzes</p>	<p><u>Instructional Strategies/Best Practices:</u></p> <ul style="list-style-type: none"> • Vocabulary activities using Smartboard • Create dialogues • Bingo • Color by number • Paired Activities • Flashcards • TPR • Video Activities • Songs • Games • Listening Activities • Group Activities • Plastic Pals <p><u>Additional Resources:</u> Text: “<i>Parliamo Italiano</i>” Teacher made ancillaries Quizlet.com</p>
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Unit 2:
Let's Go to Rome: Visitare- Siamo a Roma

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<ul style="list-style-type: none"> • Addressing different people • Asking what and where things are • Telling someone your age • Describe states of being • Telling the time • Getting around the city of Rome • Negating <p>7.NM.A.1, 7.NM.A.3, 7.NM.A.4, 7.NM.A.8, 7.NM.B.2, 7.NM.B.4, 7.NM.B.6, 7.NM.C.2 7.NM.C.3</p>	<ul style="list-style-type: none"> • In order to communicate effectively, we need to read, write, speak and understand another language. • Asking questions increases the ability to communicate • There are multiple ways to express the same idea • Successful communication is knowing how and when to convey a message. • Knowing when to use formal and informal 	<ul style="list-style-type: none"> • What do I hear when I listen to my words? • How do I know if my language is more accurate and proficient? • How does content help me to respond? • What to do when I am stuck?

Skills	Key Content- Vocabulary and Grammar
<ul style="list-style-type: none"> • Addressing people in formal mode • Asking for directions in a strange city • Expressing your age to someone • Telling the time in 24 format 	<ul style="list-style-type: none"> • Places, locations and the city • calendar • Are verbs • Numbers 1-100 • Time, date and days of the week • Expressions using idiomatic verb “avere”

<p>Performance Assessment:</p> <p>Interpretive Task: Students will demonstrate mastery of interpretive skills gained in Unit 2 by completing a test of listening and reading comprehension of concepts covered during the second unit.</p> <p>Interpersonal Task: Students will demonstrate mastery of interpersonal skills gained in Unit 2 by stating their preferences to another student's birthday party menu.</p> <p>Presentational Task: Students will demonstrate mastery of presentational skills gained in Unit 2 by creating a Birthday party menu to have with their friends.</p> <p><u>Additional Formal Assessments:</u> Listening comprehension Rubric graded skits, posters, poems Text prepared quizzes Teacher prepared quizzes</p>	<p>Instructional Strategies/Best Practices:</p> <ul style="list-style-type: none"> • Flashcards • Total Physical Response (TPR) Students act out oral skits • Critical Thinking: Create a map of the city of your choice using detailed locations, landmarks. Develop an itinerary where a tourist would go on sightseeing trek. Present to class. • Pictionary • Internet activities • Topic Wheel • Posters • Listening activities • Dialogues • Skits • Songs • Vocabulary activities • Smartboard activities • City bingo <p><u>Additional Resources:</u> Text: "<i>Parliamo Italiano</i>" Teacher made ancillaries Quia.com</p>
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Unit: 3
Learn Italian! Studiare: Impariamo Italiano

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<ul style="list-style-type: none"> • Identify “Ere” verbs in the target language • Express likes/dislikes verbally and in writing • Describe preferences. • Discuss basic recreational activities • Talk about school subjects and their opinion of them • Ask others about their likes/dislikes • Talk about other’s likes/dislikes and activities • Understand cultural perspectives on friendship • Invite friends to do things with you • Politely accept or turn down and invitation • Describe weekend activities and sports <p>7.NM.A.1, 7.NM.A.3, 7.NM.A.4, 7.NM.A.8, 7.NM.B.3, 7.NM.B.4, 7.NM.B.6, 7.NM.C.1, 7.NM.C.2, 7.NM.C.3, 7.NM.C.4.</p>	<ul style="list-style-type: none"> • Sharing a common interest fosters friendship bonds. • Subjects can be deduced by verb endings. • The use of subject pronouns in the process of conjugating verbs • Positive and negative structure in Italian • Understand cultural perspectives on Italian and American school or educational system 	<ul style="list-style-type: none"> • How do preferences affect relationships with others? • Why is it important to be able to discuss common interests with a person in his/her native language? • What are the common threads of a good friendship in different cultures?

Skills	Key Content – Vocabulary and Grammar
<ul style="list-style-type: none"> • Talk about themselves and others in terms of likes/dislikes, activities and culture perspectives on friendship. • Describe daily activities • Ask and answer questions about where others are and what they are doing. • Invite friends to do things with them • Accept or turn down invitation. • Describe weekend activities/sports 	<ul style="list-style-type: none"> • Activity vocabulary • Sports vocabulary • Weekend activity vocabulary • Italian and american school system • “Ere” verbs /” Essere” to be • “Fare” to do • Subject pronouns • Present tense • Interrogative expressions • Verb + infinitive • Positive and negative structure • Expression with “Avere” / to have

<p>Performance Assessment:</p> <p>Interpretive Task: Students will demonstrate mastery of interpretive skills gained in Unit 3 by completing a test of listening and reading comprehension of concepts covered in the third unit.</p> <p>Interpersonal Task: Students will demonstrate mastery of interpersonal skills gained in Unit 3 by calling into a radio program to give comments or ask questions about the radio program.</p> <p>Presentational Task: Students will demonstrate mastery of presentational skills gained in Unit 3 by creating a podcast for a newsroom show where they interview a famous journalist</p> <p><u>Additional Formal Assessments:</u> Listening comprehension Rubric graded skits, posters, poems Text prepared quizzes Teacher prepared quizzes</p>	<p>Instructional Strategies/Best Practices:</p> <ul style="list-style-type: none"> • Vocabulary activities • Choose clip art emoticons to identify personality traits and recreational activities • Conjugation charts • Voice passages • Writing activities • Listening activities • Internet activities • TPR • Charades • Dialogues and skits • Paired activities • Flashcard activities • Verb game (Bejeweled) <p><u>Additional Resources:</u> Text online websites (onlinelanguages.gov.) (Benvenuti Zanichelli.com) “Parliamo Italiano” textbook Workbook exercises</p>
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Unit 4:
My House : Abitare-Andiamo a Casa Mia !

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<ul style="list-style-type: none"> • Talk about yourself; your personality and what you look like • Describe yourself to friends and other people • Describe a home and your room • Talk about everyday objects that you own as well as describe those objects • Talk about the family • Indicating people and things • Talk about the weather • Doing errands <p>7.NM.A.1, 7.NM.A.2, 7.NM.A.3, 7.NM.A.4, 7.NM.A.8, 7.NM.B.3, 7.NM.B.4, 7.NM.B.6, 7.NM.C.1, 7.NM.C.2, 7.NM.C.3, 7.NM.C.4</p>	<ul style="list-style-type: none"> • Adjectives in Italian are different than adjectives in English in that they must agree in number and gender • Youth in Italian speaking countries have similar interests to those in the United States • Exchange information using words, phrases and short sentences practiced in class on familiar topics • Identify aspects of the target culture presented in photographs, books and plays • Create questions and answers related to chores and daily routines • Keep conversation alive with topics of weather related discussions 	<ul style="list-style-type: none"> • How are American teenagers alike and different to teenagers from Italian speaking countries? • How do I start, carry on and end a conversation effectively? • How do I know if my language is more accurate and proficient? • How does content help me to respond?

Skills	Key Content – Vocabulary and Grammar
<ul style="list-style-type: none"> • Describe yourself and others • Describe your room • Talk about your possessions • Create dream home • Describe furniture within dream home • Keep a daily and weekly log of household chores • Describe each position of furniture in rooms 	<ul style="list-style-type: none"> • Adjective formation • Adjective position • Use of “C’e’ and Ci sono” • Expressions of possessions “di” • People vocabulary • Adjectives • Room furnishings • Use of prepositions with locations • Everyday objects • Color • Expressions of opinion • Present tense verbs

<p>Performance Assessment:</p> <p>Interpretive Task: Students will demonstrate mastery of interpretive skills gained in Unit 4 by completing a test of listening and reading comprehension of concepts covered during the Unit.</p> <p>Interpersonal Task: Students will demonstrate mastery of interpersonal skills gained in Unit 4 by commenting on articles written by other students.</p> <p>Presentational Task: Students will demonstrate mastery of presentational skills gained in Unit 4 by writing an article for a magazine on a French speaking celebrity.</p> <p><u>Additional Formal Assessments:</u> Listening comprehension Rubric graded skits, posters, poems Text prepared quizzes Teacher prepared quizzes</p>	<p>Instructional Strategies/Best Practices:</p> <ul style="list-style-type: none"> • Listening Activities • Skits • Surveys – family • Paired activities • Listening activities • Video activities • TPR • Info-gap activities • Group activities • Presentations/skits • Dialogues • Songs • Games • Flashcards • Vocabulary activities • Smartboard activities <p><u>Additional Resources:</u> Text online websites (onlinelanguages.gov.) (Benvenuti Zanichelli.com) “Parliamo Italiano” textbook Workbook exercises</p>
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Unit 5:

Shopping/Acquisition : Facciamo delle Comissioni

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<ul style="list-style-type: none"> • Identify common sites in typical cities • Make plans with a friend to participate in a recreational activity in town • Ask for and give directions • Ask questions about the activities in town • Imitate culturally appropriate etiquette • Express preferences • Make requests while shopping • Identify and reproduce expressive products typical of the target language <p>7.NM.A.3, 7.NM.A.4, 7.NM.A.8, 7.NM.B.1, 7.NM.B.3, 7.NM.B.4, 7.NM.C.2, 7.NM.C.3, 7.NH.A.1, 7.NH.A.3, 7.NH.B.1, 7.NH.C.2</p>	<ul style="list-style-type: none"> • Big cities are the focal point of entertainment and services for citizen of surrounding areas. • Most cities have similar public service and recreation areas that people share and use as landmarks and sources of entertainment. • Teenagers around the world share similar interests and activities. • Name and label tangible products and imitate practices from the target culture • They use memorized phrases and chunks of language to introduce and describe places in the target country. 	<ul style="list-style-type: none"> • How do recreational events in big U.S. cities compare to those in Italian speaking countries? • Why is it important for a traveler to know the names of common locations in cities? • How is the social life of teenagers in the U.S. the same or different from that of Italian-speaking students? • What articles of clothing are worn for various occasions in comparison to our American culture? • How does one become familiar with another culture?

Skills	Key Content – Vocabulary and Grammar
<ul style="list-style-type: none"> ● Students will learn about the monuments, sights, and other famous locations in target country. ● Students will identify different businesses around town. ● Students will discover the types of markets and shopping habits of target country. ● Students will compare and contrast the places and habits of the United States and target country. ● Students will explore the different products sold in target country. ● Students will give directions in the target language. ● Students will ask for and take directions in target language. ● Students will familiarize themselves with the map of the foreign language country 	<ul style="list-style-type: none"> ● Locations in a typical town ● Recreational activities in and around town ● Ask questions about activities ● Verb + subject (pronoun) construction to ask a question ● Andare/to go ● Prendere/ to take ● Dove/where? ● Stress pronouns ● Possession with adjective possessive ● Prepositions ● Associations with business items

<p>Performance Assessment:</p> <p>Interpretive Task: Students will demonstrate mastery of interpretive skills gained in Unit 5 by completing a test of listening and reading comprehension of concepts covered during this unit.</p> <p>Interpersonal Task: Students will demonstrate mastery of interpersonal skills by commenting and asking questions on student’s selections of rental properties in Italian speaking countries.</p> <p>Presentational Task: Students will demonstrate mastery of presentational skills by finding a rental property in an Italian speaking country for a vacation and describing what they are going to do during the vacation.</p> <p><u>Additional Formal Assessments:</u> Listening comprehension Rubric graded skits, posters, poems Text prepared exams Teacher prepared exams</p>	<p>Instructional Strategies/Best Practices:</p> <ul style="list-style-type: none"> ● Label picture of city and locations ● Picture prompts ● Dialogues/Skits ● Writing activities ● Plastic pals ● Listening activities ● Outer-Inner circles ● Dice game ● Group activities ● Brochures ● Vocabulary activities ● Smartboard activities ● Video activities ● Paired activities <p><u>Additional Resources:</u> Text online websites (onlinelanguages.gov.) (Benvenuti Zanichelli.com) “Parliamo Italiano” textbook Workbook exercises</p>
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Unit 6
Let' Eat: Mangiare- Tutti a Tavola!

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<ul style="list-style-type: none"> ●Identify the type of fruit described based on simple oral and/or written descriptions. ●Exchange information using words, phrases, and short sentences practiced in class on meals of the day. ●Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials orally or in writing. ●Use digital tools to exchange basic information at the word and memorized-phrase level related to food preferences. <p>7.NM.A.2, 7.NM.A.3, 7.NM.A.4, 7.NM.A.8, 7.NM.B.2, 7.NM.B.3, 7.NM.B.4, 7.NM.B.6, 7.NM.C.1, 7.NM.C.2, 7.NM.C.3, 7.NM.C.4</p>	<ul style="list-style-type: none"> ●Italians eat particular items at each meal, for the most part quite different from what we eat in the US. ● Students will recognize the items and be able to compare with what we eat. ●Combine “<i>partitives</i>” with articles to indicate “<i>some</i>” in Italian. <p>Students will use these to demonstrate how much of a food item is desired when in a restaurant or at the supermarket.</p> <ul style="list-style-type: none"> ●The amount and types of food eaten at different meals varies across the communities, cultures and cultural diversity, which factor into socioeconomic and environmental constituents. 	<ul style="list-style-type: none"> ●What is the appropriate way to order at a restaurant? ●What foods are needed for a recipe? ●What does one need to say in order to buy food at the grocery store ● What is eaten at each meal in Italy? ● How do we express the concept of “some” in Italian? ●How do eating habits change across communities and cultures? Why?

Skills	Key Content- Vocabulary/Grammar
<ul style="list-style-type: none"> ● Identify the main idea of an authentic text dealing with food products and practices. ● Ask and respond to memorized questions related to food preferences, products, and practices. ● Present information related to food preferences, products, and practices in target culture. ● Names of the common vegetables, fruit, dairy items ● Expressions needed to order and pay for food ● Memorized questions related to ordering and paying for a meal ● Expressions of preference like and dislike. ● Create a food guide pyramid 	<ul style="list-style-type: none"> ● Irregular verbs ● Fare+infinitive ● Preferire+infinitive ● Mangiare ● Bere ● Ordinare ● Volere+ infinitive ● Frutta/Verdura ● Prodotti tipici ● I Tre pasti del giorno ● Piramide alimentare ● Adverbs

<p>Performance Assessment:</p> <p>Interpretive Task: Students will demonstrate mastery of interpretive skills gained in Unit 6 by completing a test of listening and reading comprehension of concepts covered in the Unit.</p> <p>Interpersonal Task: Students will give nutritional advice using the food guide pyramid</p> <p>Presentational Task: Students will create a dialogue centered towards eating in a restaurant with family or friends. Students will write a recipe using adverbs</p> <p><u>Additional Formal Assessments:</u> Rubric graded skits, posters, poems Text prepared quizzes Listening comprehension Teacher prepared quizzes</p>	<p>Instructional Strategies/Best Practices:</p> <ul style="list-style-type: none"> ● Vocabulary Activities ● Smartboard Activities for vocabulary ● Create dialogues ● Paired Activities ● Video Activities ● Songs ● Listening Activities ● Group Activities <p><u>Additional Resources:</u> Text online websites (onlinelanguages.gov.) (Benvenuti Zanichelli.com) “Parliamo Italiano” textbook Workbook exercises</p>
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Oral Rubric-A

Name: _____

Date: _____

Class: _____

Use the following criteria to evaluate oral assignments. For assignments where comprehension is difficult to evaluate, you might want to give students full credit for comprehension or either weigh in on other categories more heavily.

	Content	Comprehension	Comprehensibility	Accuracy	Fluency
4	Complete Speaker consistently uses the appropriate structures and vocabulary necessary to communicate.	Total Comprehension Speaker understands all of what is said to him or her.	Comprehensible Listener understands all of what the speaker is trying to communicate.	Accurate Speaker uses language correctly, including grammar and word order.	Fluent Speaker speaks clearly without hesitation. Pronunciation and intonation seem natural.
3	Generally complete Speaker usually uses the appropriate structures and vocabulary necessary to communicate.	General comprehension Speaker understands most of what is said to him or her.	Usually comprehensible Listener understands most of what the speaker is trying to communicate.	Usually accurate Speaker usually uses language correctly, including grammar and word order.	Moderately fluent Speaker has few problems with hesitation, pronunciation, and intonation.
2	Somewhat complete Speaker sometimes uses the appropriate structures and vocabulary necessary to communicate.	Moderate comprehension Speaker understands some of what is said to him or her.	Sometimes comprehensible Listener understands less than half of what the speaker is trying to communicate.	Sometimes accurate Speaker sometimes uses language correctly.	Somewhat fluent Speaker has some problems with hesitation, pronunciation, and intonation.
1	Incomplete Speaker uses few of the appropriate structures and vocabulary necessary to communicate.	Little comprehension Speaker understands little of what is said to him or her.	Seldom comprehensible Listener understands little or what the speaker is trying to communicate.	Seldom accurate Speaker seldom uses language correctly.	Not fluent Speaker hesitates frequently and struggles with pronunciation and intonation.

Written Rubric-A

Name: _____

Date: _____

Class: _____

Written Rubric • Use the following criteria to evaluate written assignments.

	4	3	2	1
CONTENT	Complete Writer uses the appropriate functions and vocabulary for the topic.	Generally complete Writer usually uses the appropriate functions and vocabulary for the topic.	Somewhat complete Writer uses few of the appropriate functions and vocabulary for the topic.	Incomplete Writer uses none of the appropriate functions and vocabulary for the topic.
COMPREHENSIBILITY	Comprehensible Reader can understand all of what the writer is trying to communicate.	Usually comprehensible Reader can understand most of what the writer is trying to communicate.	Sometimes comprehensible Reader can understand less than half of what the writer is trying to communicate.	Seldom Comprehensible Reader can understand little of what the writer is trying to communicate.
ACCURACY	Accurate Writer uses grammar, spelling, word order, and punctuation correctly.	Usually accurate Writer usually uses grammar, spelling, word order, and punctuation correctly.	Sometimes accurate Writer has some problems with language usage.	Seldom accurate Writer makes a significant number of errors in language usage.
ORGANIZATION	Well-organized Presentation is logical and effective.	Generally well-organized Presentation is generally logical and effective with a few minor problems	Somewhat organized Presentation is somewhat illogical and confusing in places.	Poorly organized Presentation lacks logical order and organization.
EFFORT	Excellent effort Writer exceeds the requirements of the assignment and has put care and effort into the process.	Good effort Writer fulfills all of the requirements of the assignment.	Moderate effort Writer fulfills some of the requirements of the assignment.	Minimal effort Writer fulfills few of the requirements of the assignment

CORE MATERIALS

TEXTS

Student Edition

Interactive Online Edition

Teacher's Edition

PLANNING

"Parliamo Italiano" Guide to Organization

Lesson Planner with Differentiated Instruction

Calendar Planner

Program Integration Guide

Lab Audio Script

Video Transcript

TECHNOLOGY

Interactive: www.wiley.com/college/branciforte

DVD/Video Guide

Quia Electronic Student Activities Manual

Interactive Tutor

Ciak! Italia

Downloadable Audio and Video

www.youtube.com

www.onlinelanguages.gov

www.quizlet.com

www.cram.com

www.benvenutizanicelli.com

Teacher web sites at www.somds.k12.nj.us

Unit/ Skill	Month/ Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
My World	1 week	Greetings and gestures Alphabet	7.1 B. 2 Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. 7.1 A.2 Recognize common gestures, intonation, and other visual or auditory cues of the target culture.	What is an appropriate greeting/leave-taking when meeting/leaving people in different settings?	Students will state and write appropriate greetings/leave-takings depending on the situation. Students will be able to spell words using the alphabet.	Dialogues Skits	Create cartoons/comics using the correct greetings. Write a brief dialogue with a classmate.
My World	4 weeks	Introductions: Names, Courtesies, Personal Descriptions, Family Members, People, Pets	7.1 B.3 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1 A.3 Identify familiar people, places, and objects based on oral and/or simple written descriptions. 7.1 A.6 Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.	How does one politely ask for personal information and respond to polite questions when meeting someone for the first time? What expressions can be used to describe one's friends, family, pets and self	Students will ask/answer oral and written questions in both positive and negative forms. Students will use the verbs "to be" and "to have" to describe themselves, family, pets and friends both orally and in writing, using the correct verb, word order, and subject pronouns. Students will use definite articles with singular and plural nouns and adjectives to describe pets, friends and family members.	Oral/Written Quizzes Tests Games Role Play	Write a paragraph describing a family member or friend. Fill out passport forms. Create a family tree/scrapbook. Create application questionnaire for summer exchange
My World	1 week	Simple Commands	7.1 B.1 Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. 7.1 A.1 Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.	How does one ask the teacher to be excused from class to go somewhere else in the school? How does a person give simple directions to other students? How does a person tell another person to behave correctly?	Students will orally ask the teacher and others to be excused to other areas of the school. Students will give and respond to classroom commands.	Homework Role Play Dialogue	Write a list of the most common used classroom commands. Write a list of the classroom commands in the order of importance.

Unit/ Skill	Month/ Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
My World	1 week	Geography	<p>7.1 B.4 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.</p> <p>7.2 A.2 Identify basic geographical features and some common landmarks in countries where target language is spoken.</p> <p>7.2 A.3 Identify aspects of the target culture(s) presented in photographs, children’s books, and plays.</p>	<p>What are the countries in the world in which the target language spoken?</p> <p>What are the important features of these countries?</p>	<p>Students will ask and answer questions (in both affirmative and negative), orally and in writing, about the location and important features of countries in which the target language is spoken.</p>	<p>Maps Presentations on cities and countries Quiz</p>	<p>Create a travel brochure on a city or country in which target language is spoken.</p>
My World	2 weeks	Cardinal Numbers, Calendar (days, months, dates)	<p>7.1 A.5 Connect the learning of the target language to information studied in other core content areas.</p> <p>7.1 C.2 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>What are the everyday conversations in which we use numbers to give and receive information?</p>	<p>Students learn to count to 100 in the target language.</p> <p>Students to say and write days of week, months of year and dates using correct word order.</p> <p>Students will ask and answer questions, orally and in writing, about the dates of birthdays, holidays, and important events.</p>	<p>Oral/Written Quizzes, Puzzles, Interviews, Skits</p>	<p>Create a personalized calendar for your family.</p>
My World	1 week	Time	<p>7.1 B.3 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 C.4 Name and label tangible products and imitate practices from target culture.</p>	<p>How can one tell the current time or the time that an event takes place?</p> <p>How can one read a TV/plane/train schedule?</p>	<p>Students will read both analog and digital clocks and military (24 hour) clocks and will state and write time.</p> <p>Students will use TV, plane, and train schedules to write/state what time an event takes place.</p> <p>Students will ask and respond to questions about time using idiomatic expressions and the verb “to go”.</p>	<p>Oral/Written Quizzes Interviews Skit</p>	<p>Write a chart of your daily schedule.</p>

My World	2 weeks	Weather and Seasons/ Seasonal Clothing	<p>7.1 B.3 Ask and respond to simple questions, make requests, express preferences using memorized words and phrases.</p> <p>7.1 C.1 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1 C.2 Copy/write words, phrases or simple guided text on familiar topics.</p> <p>7.1 C.3 Present orally or in writing information from culturally authentic selections.</p> <p>7.2 B.2 Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.</p>	<p>What is the weather like at various times of the year in places where the target language is spoken?</p> <p>Why do we dress differently at different times and in different places?</p>	<p>Students will use idiomatic expressions to describe, orally and in writing, the weather in various seasons in various places; students read weather reports and will ask and respond to questions about their weather preferences and what to wear (or not wear) during various types of weather.</p>	Scenarios Dialogues	Create a written weather report for a region speaking the target language.
Unit/ Skill	Month/ Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
My Day	2 weeks	School Objects	<p>7.1 C.2 Copy/write words, phrases or simple guided text on familiar topics.</p>	<p>What do you carry in your backpack?</p> <p>What do you see in the classroom or around school?</p>	<p>Student will use idiomatic expressions to ask and answer questions about items in the classroom, in their backpack and around school.</p> <p>Students will correctly use German cases.</p>	Oral/Written Quizzes Flashcards	<p>Write a description of a typical classroom.</p> <p>Write a complete list of items in their backpack.</p>
My Day	4 weeks	Activities (likes and dislikes)	<p>7.1 C.3 Present orally or in writing information from culturally authentic selections.</p> <p>7.1 C.4 Copy/write words phrases or simple guided texts on familiar topics</p> <p>7.1 B.5 Exchange basic information about the main characters, main ideas, and setting from age-appropriate, culturally authentic selections.</p> <p>7.2 C.3 Participate in age-appropriate activities related to special events celebrated in the target culture(s).</p>	<p>What are the favorite activities of you, your family members and friends?</p> <p>Why do you choose certain activities for your spare time?</p>	<p>Students ask and respond to questions, orally and in writing, about activities that they like and dislike using present tense of regular verbs and idiomatic expressions and the verb “to do”.</p>	Posters Skits Paragraph Writing	<p>Conduct a verbal and written survey of classmates and family members about likes and dislikes then make a chart of your findings.</p>

My Cuisine	5 weeks (2MP2, 3MP3)	Food/Beverages/Meals	<p>7.1 C.2 Copy/write words, phrases or simple guided texts on familiar words.</p> <p>7.1 B.4 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.</p> <p>7.1 C.3 Present orally or in writing, information from age appropriate culturally authentic selections.</p> <p>7.2 A.1 Identify daily practices of people in the target culture(s).</p> <p>7.2 A.4 Identify distinctive cultural products of the target culture(s).</p> <p>7.2 C.1 Reproduce a variety of tangible products typical of the target culture(s).</p>	<p>What is the appropriate way to order at a restaurant?</p> <p>What foods are needed for a recipe?</p> <p>What does one need to say in order to buy food at the grocery store?</p>	<p>Students will use irregular verbs in the present tense.</p> <p>Students will orally place an order for a food item and a beverage.</p> <p>Students will write a description of the lunch they brought to school as shown.</p> <p>Students will use direct object pronouns to check a grocery list.</p> <p>Students will write a recipe using adverbs.</p>	<p>Whiteboards</p> <p>Listening activities</p> <p>Skits</p> <p>Tests</p> <p>Quizzes</p>	<p>Write a typical recipe of the target culture using the food vocabulary.</p> <p>Transcribe a restaurant dialogue.</p>
My Home	3 weeks	House/Chores	<p>7.1B.4: Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p>7.1C3 Present orally or in writing, information from age appropriate culturally authentic selections.</p> <p>7.2 A.3 Identify aspects of the target culture(s) presented in photographs, children’s books, and plays.</p>	<p>What objects are found in a house?</p> <p>What items are used in housecleaning?</p> <p>What are typical chores?</p>	<p>Students will use vocabulary of the target language to construct and write about their “dream house.”</p> <p>Students will speak and write about household chores using the present progressive tense.</p> <p>Students will use prepositions to orally describe the position of furniture and objects within their dream house.</p>	<p>Skits</p> <p>Written/Oral</p> <p>Quizzes</p> <p>Tests</p> <p>Homework-</p> <p>Whiteboards</p> <p>Listening activities</p>	<p>Write and present a descriptive paragraph on their dream house.</p> <p>Create a chore chart illustrating house chores.</p>
Unit/ Skill	Month/ Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
My City	4 weeks	Transportation/ Buildings/ Directions	<p>7.1 C.2 Copy/write words, phrases or simple guided text on familiar topics.</p> <p>7.1 B.3 Ask and respond to simple questions, make requests and express preferences using memorized words and phrases.</p>	<p>What are the most common buildings found in cities around world?</p> <p>What are the most common buildings found in the target country?</p> <p>How does one ask for directions and what type of transportation is</p>	<p>Students, using a street map, will write and state the type of buildings most commonly found in a city.</p> <p>Students will ask and answer (orally and in writing) questions about how to get from one place in the city to another, using present tense of irregular verbs.</p> <p>Students will talk about what they are going to do in various places in the city, using</p>	<p>Oral/Written Quiz</p> <p>Skit with a group or in pairs</p> <p>Flashcards</p> <p>Homework</p>	<p>Create a city street map, labeling buildings and streets.</p>

				needed to get to a destination?	future tense of regular verbs.		
My Person	4 weeks	Body Parts/Health/Nutrition	<p>7.1 C.2 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1 C.4 Name and label tangible products and imitate practices from the target culture.</p>	<p>What vocabulary and grammar can be used to identify body parts and talk about how one is feeling?</p> <p>What foods must be eaten in order to maintain good health?</p>	<p>Student will state body parts that are pointed to in a chart. Students will write body parts on a diagram of a person/character.</p> <p>Students will use possessive adjectives to talk and write about which body part hurts and how they feel. Students will write and talk about the foods that they like and don't like to eat and how they feel as a result.</p> <p>Students will use comparatives to compare the size of feet, legs, arms and hair length.</p>	<p>Oral/Written Quizzes Tests Role play in pairs or group Flashcards Homework</p>	<p>Label parts of the body on a cartoon character.</p> <p>Create a food pyramid chart in the target language.</p>
My Person	4 weeks	Clothing, Accessories, Colors	<p>7.1 A.4 Comprehend brief oral exchanges on familiar topics.</p> <p>7.1 B. 4 Exchange information using words, phrases and short sentences practiced in class on familiar topics or topics studied in other core content areas.</p> <p>7.2 C.2 Identify and reproduce expressive products typical of the target culture.</p>	<p>What articles of clothing are worn for various occasions and in various climates?</p> <p>What articles of clothing are worn by teens in the target culture?</p>	<p>Students will identify and describe articles of clothing and accessories, orally and in writing.</p> <p>Students will describe what they and members of the target culture would wear in various situations.</p> <p>Students will correctly use German cases.</p>	<p>Oral/Written Quizzes Tests Guessing games; Crossword puzzles</p>	<p>Create packing lists for vacations to various places.</p>
My Person	2 weeks	Money, Shopping, Measurement	<p>7.1 A.5 Connect the learning of the target language to information studied in other core content areas.</p> <p>7.1 B.3 Ask and respond to simple questions, make requests, express preferences using memorized words and phrases.</p> <p>7.1 B.4 Exchange information using words, phrases and short sentences practiced in class on familiar topics or topics studied in other core content areas.</p> <p>7.2 B.1 Imitate culturally appropriate etiquette</p>	<p>What vocabulary is needed in order to shop for clothing in a country of the target language, using different currencies and standards of measurement?</p>	<p>Students will make mathematical conversions of size and currency, compared to American sizing and US dollar.</p> <p>Students will role-play shopping for clothing; students will use internet to role-play on-line shopping.</p> <p>Students will use the past tense of regular verbs to say what they bought or where they shopped or what they wore.</p>	<p>Oral/written quizzes; skits; internet treasure hunt</p>	<p>Create a clothing catalogue, describing items being sold including sizes and prices.</p>