

Madison Public Schools

Grade 6 Italian

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Course Overview

Description
<p>Italian 6 introduces students to the Italian Language through the four skills of Language Learning - listening, speaking, reading, and writing - and through multi media exposure to authentic culture. Students acquire and demonstrate competence of these skills using Interpretive, Interpersonal, and Presentational modes of communication. Italian 6 offers opportunities for students to use 21st Century Skills to effectively enhance their own learning of the language, and to be aware of the positive impact that learning a language can present them. Each unit presents a new linguistic and cultural context, that students will learn to navigate with increasing independence and creativity.</p> <p>During the course of Italian 6, the students will learn to communicate on the topics of self introduction and asking basic personal questions; dates, time, and scheduled events; describing the appearance and personality of self and others; school subjects and classroom objects; families; and hobbies and activities.</p>
Goals
<p>This course aims to:</p> <ul style="list-style-type: none">• develop Skills and Modes of Language Learning as well as an appropriate vocabulary to comprehend and discuss a variety of basic and everyday conversational topics• support the comprehension of authentic resources through development of interpretive skills• develop writing processes and strategies to produce original writing in Target Language• nurture an environment of using the target language to discuss cultural and everyday topics
Resources
<p>Resources are linked below throughout the curriculum maps</p> <p>Suggested Activities & Resources</p>
Materials
<p>Core: There is no textbook used for the course. Units are thematic.</p> <p>Supplemental: Resources are linked below throughout the curriculum maps</p>
Benchmark Assessments
<p>Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.</p>
<p>Modifications and Adaptations for Special Needs Learners (Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)</p>

Unit 1 Overview	
Unit Title: Mi Presento (Introductory Unit)	
Unit Summary: This unit will provide students with a base of fixed expressions that they can combine to make basic conversation introducing self and others, asking for classroom items and performing daily classroom tasks. The students will also share prior knowledge about and be able to identify cognates between Italian and English, and famous Italian singers, artists, scientists, composers, and other historical figures.	
Suggested Pacing: 15 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • Where is Italian spoken? • What is modern Italian culture like? • How do you greet someone in Italian? • How can I be a successful learner in Italian class? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Mastery of a World Language can open up career opportunities and allow a person to empathize with people from other cultures • In other cultures, there are different levels of speech formality used for peers and people of respect 	
Evidence of Learning	
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p> <p>Summative Assessment: At the end of this introductory unit, the students will complete a written dictation assessment to ensure that they have mastered Italian phonics. They will also present their “Fakebook” information sheets on Famous Italians to their classmates, by introducing themselves as the person they researched and by asking and answering interview-style questions in the target language.</p>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Infer meaning of greeting expressions in authentic video dialogs in Target Language	<p>Content: formal and informal greetings, asking and answering state of being questions</p> <p>Skills: Ask someone's name and provide own name</p> <p>Ask how someone is doing and answer the same question</p>	Act out improvised dialogues with peers	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	5 lessons
Understand classroom commands, ask for classroom items, ask how to say and spell words, and ask permission to do things in or leave the room	<p>Content: Commands (sit; stand; open/close Chromebook, door; window; listen; repeat; etc.), asking for classroom items (paper, pencil, etc), asking how to say or spell words ("Come si dice..?" "Come si scrive?"), asking permission ("posso andare....?")</p> <p>Skills: Demonstrating understanding by responding to spoken commands</p> <p>Asking basic classroom questions in Italian</p>	<p>Performing tasks on command</p> <p>Matching pictures to appropriate spoken prompts</p>	<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	5 lessons
Recognize cognates between Italian and English, and practice correct Italian pronunciation of these and other simple words	<p>Content: List of Italian cognates from Chiarissimo 1, Pronunciation Packet (teacher key)</p> <p>Skills: Reading with Italian Pronunciation, recognizing cognates with dissimilar spelling</p>	<p>Exit Ticket</p> <p>Dictation Quiz</p>	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	2 lessons
List famous historical and current Italians from many	Content: Famous Italians (list from from Chiarissimo 1)	Make and present Fakebook account for famous Italians	CRP10. Plan education and career paths aligned to personal goals.	3 lessons

different arts and industries	Skills: Identify and describe famous Italians, know the worldwide impact of their contributions		CRP12. Work productively in teams while using cultural global competence. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).	
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Unit 2 Overview	
Unit Title: Domenica e Lunedì	
Unit Summary: In this unit, the students will build a knowledge of Italian days, numbers, dates, and time. The communicative goals for this unit will be asking and telling the date, time, how many (of something), and where someone is from. The students will also continue improving their pronunciation and extending their vocabulary through repetition of the song <i>Domenica e Lunedì</i> .	
Suggested Pacing: 25 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> Why are some expressions different in Italian than English? How can I ask and provide basic personal information in Italian? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Phrases and expressions do not always translate word-for-word Even though each word has a translation to English, sometimes they are used differently or combined in a certain way to make a certain meaning Through oral/aural repetition, an “ear” for the language can be developed 	
Evidence of Learning	
Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.	
Summative Assessment: At the end of Unit 2, the students will complete a three-part assessment , exercising the three modes of communication (interpretive, interpersonal, and presentational). The interpretive section will have students answering multiple choice questions based on an authentic audio recording on the unit topics. The interpersonal section will consist of the students recording and sending a response to questions or a picture prompt shared digitally. The presentational section will include short answer and an extended writing section on topics from the unit.	
Alternative Assessment: Students will record a dialogue using the target language	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Count in Italian from 0-100	Content: numbers from 0-100, euro bills and coins, “Quanto costa?” (resource folder) Skills: counting, adding, and subtracting using Italian; making change using Euro currency	I will line up several small items. The students will ask me how much one of the items costs. I will answer them. They will hand me fake Euro to cover the cost. They must make exact change, and say how much they are giving me.	7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	3 lessons
Ask questions to find out “How many?”, and answer with “There are/there is..”	Content: Quanti/Quante (how many, masculine and feminine forms); Ci sono / c'è (there are/there is); Skills: Asking how many of something there are, and responding in complete sentence	Written assessment Speaking assessment	7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	2 lessons
Tell time in Italian	Content: Che ora è?/Che ore sono?; Sono le...;/È l'una...; saying minutes past the hour, minutes to the next hour, words for a quarter after and half past; am and pm; midnight and midday (resource folder) Skills: Asking and telling the time	Written assessment Speaking assessment	7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	3 lessons
List the days of the week, months of the year, and seasons in Italian	Content: Days of the week, name and etymological information; months of the year, and etymological information; seasons; song, Domenica e Lunedì (resource folder) Skills: Name the days, months, and seasons; Explain the Roman Empire naming of the months and days	Written assessment Speaking assessment	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs , and skits.	4 lessons
Ask and say the date in Italian, as well as birthday and holidays	Content: DANMY (day, article, number, month, year) sentence structure; names of national holidays (resource folder)	Written assessment Speaking assessment	7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.A.3	2 lessons

	Skills: Stating the current date or the date of an event		Recognize a few common gestures and cultural practices associated with the target culture(s).	
Ask and say address in Italian	<p>Content: Words for street, avenue, boulevard, lane, etc; use of prepositions “a” and “in”, verb “Io abito” (I live) (resource folder)</p> <p>Skills: Asking address and stating in a complete sentence</p>	Written assessment Speaking assessment	7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	2 lessons
Ask and say city/country of birth in Italian	<p>Content: Preposition “di” (of), question word “dove” (where) (resource folder)</p> <p>Skills: Asking and stating the city and/or country that someone is from</p>	Written assessment Speaking assessment	7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	2 lessons
Ask and say age in Italian	<p>Content: Using verb “Avere” to describe age</p> <p>Skills: Asking and stating age in a complete sentence</p>	Written assessment Speaking assessment	7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	2 lessons
List country names and nationality adjectives in Italian	<p>Content: Names of countries and adjectives for nationality in Italian (resource folder)</p> <p>Skills: Stating someone’s nationality/place of origin using adjectives or using the preposition “di” with city name</p>	Written assessment Speaking assessment	<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	4 lessons

Unit 3 Overview
Unit Title: Bella
Unit Summary: In Unit 3, the students will focus on describing themselves and others, using the Subject Pronouns, the verb “to be”, and a variety of adjectives to describe physical appearance and personality. To support their increasing lexicon and encourage their creativity with the language, there will be an emphasis on sentence construction, including building negative sentences with the modifier “non”.
Suggested Pacing: 14 lessons
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> How do I describe people, objects, and places? How do I ask what someone is like?
Unit Enduring Understandings: <ul style="list-style-type: none"> In an Italian sentence, there is a relationship between the words that often requires spelling changes to form agreements of gender and number
Evidence of Learning
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p> <p>Summative Assessment:</p> <p>At the end of Unit 3, the students will complete a three-part assessment, exercising the three modes of communication (interpretive, interpersonal, and presentational). The interpretive section will have students answering multiple choice questions based on an authentic audio recording on the unit topics. The interpersonal section will consist of the students recording and sending a response to questions or a picture prompt shared digitally. The presentational section will include short answer and an extended writing section on topics from the unit.</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use adjectives to describe self and others' physical appearance and personality, and ask what someone is like using the question word "Come?"	<p>Content: adjectives of physical appearance and personality, question "Com'è lui?" "Com'è lei?" (What is he/she like?)</p> <p>(Resource folder)</p> <p>Skills: changing adjective ending to match gender and number of subject</p>	Quiz on adjective meaning	<p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	5 lessons
Manipulate subject pronouns and the verb "essere" (to be) to construct complete, original sentences describing appearance and personality	<p>Content: Subject Pronouns, the verb "Essere" and its conjugations</p> <p>Skills: Identifying subject of a sentence, conjugating verb to match subject</p>	<p>Writing assignment - The students will write sentences describing a variety of subjects, using both positive and negative sentences</p> <p>The students will play virtual dice activity to practice conjugations of "Essere"</p>	7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	5 lessons
Read descriptive paragraphs, and be able to draw the description and/or answer comprehension questions	Content: Reading comprehension practice; Antonio e Christine, from <i>Easy Italian Reader</i>	Quiz - the students will read a descriptive paragraph, and will draw a picture of what they read	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	4 days

Unit 4 Overview

Unit Title: La Scuola

Unit Summary:

In Unit 4, the students will enrich their vocabulary on the topic of school and daily schedules. Their communicative goals will include describing their classrooms and talking about their school and after school schedules, as well as the school schedules of Italian students. The students will learn several regular -are and -ere verbs, which they will use to describe the activities they do.

Suggested Pacing: 25 lessons

Learning Targets

Unit Essential Questions:

- Why are all nouns in Italian masculine or feminine?
- How do I describe my school day in Italian?
- How are American and Italian schools different?
- How do I ask when an event or appointment will take place?

Unit Enduring Understandings:

- In an Italian sentence, there is a relationship between the words that often requires spelling changes to form agreements of gender and number
- The school system in Italy has several fundamental differences from the American school system; both represent unique approaches to preparation for the work force

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

At the end of Unit 4, the students will complete a three-part [assessment](#), exercising the three modes of communication (interpretive, interpersonal, and presentational). The interpretive section will have students answering multiple choice questions based on an authentic audio recording on the unit topics. The interpersonal section will consist of the students recording and sending a response to questions or a picture prompt shared digitally. The presentational section will include short answer and an extended writing section on topics from the unit.

Alternative Assessment: Students will create a poster and give a class presentation

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
List items in classroom and school, and name the school subjects	<p>Content: Classroom and School Subject vocabulary</p> <p>Skills: Naming the items in a classroom, naming the school subjects</p>	Written Quiz	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>	6 lessons
Apply rules to pluralize nouns	<p>Content: Rules for pluralization</p> <p>Skills: Identifying masculine vs. feminine nouns, applying rules of pluralization</p>	Written Quiz	<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	
Apply rules to choose the correct definite and indefinite article	<p>Content: Definite articles, indefinite articles</p> <p>Skills: Choosing whether to use definite or indefinite article; Determining which form of the definite or indefinite article to use for each noun</p>	Written Quiz	<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	
Manipulate color adjectives to agree in gender and number with subject	<p>Content: Color words</p> <p>Skills: Applying rules for gender and number agreement to regular and irregular color words</p>	Written quiz	<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	
Tell at what time a scheduled event happens, and ask and answer questions with the word “Quando?” (When)	<p>Content: Preposition “a” (at) combined with definite article, question word “Quando” (when), questions with “A che ora?” (At what time)</p> <p>Skills:</p>	Written Quiz Speaking Quiz	<p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	

	Asking and answering questions with “Quando?” and “A che ora?”			
Manipulate -are and -ere verbs to describe actions in the present tense	<p>Content: Common -are verbs, common -ere verbs, additional vocabulary to collocate with verbs, short story “Il Brutto Anatroccolo”</p> <p>Skills: conjugating -are and -ere verbs</p>	<p>Written Quiz</p> <p>The students will play virtual dice activity to practice conjugations of -are and -ere verbs</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p>	
Discuss similarities and differences between the American and the Italian school system	<p>Content: Italian school system (reading)</p> <p>Skills: Comparing the Italian and American school systems in Target Language</p>	<p>Written Quiz Speaking Quiz</p>	<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	

Unit 5 Overview	
Unit Title: La Mia Famiglia	
Unit Summary: In Unit 5, the students will expand their communication in the target language from focusing on the self to now include the immediate and extended family. They will be introduced to the verb “to have”, which they will use in a variety of communicative tasks related to the family. In conjunction, the students will learn the grammar rules of simple possession and possessive adjectives. Finally, this unit will elaborate on the activities the students can describe in Italian, by introducing them to the third conjugation (-ire verbs). After this unit, they will know how to conjugate any regular verb in the present tense.	
Suggested Pacing: 16 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> What is the role of family in the everyday life of Italians? How can I use verbs to describe events and actions? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Family has an important role in traditional Italian values Phrases and expressions do not always translate word-for-word Even though each word has a translation to English, sometimes they are used different or combined in a certain way to make a certain meaning 	
Evidence of Learning	
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p> <p>Summative Assessment:</p> <p>At the end of Unit 5, the students will complete a three-part assessment, exercising the three modes of communication (interpretive, interpersonal, and presentational). The interpretive section will have students answering multiple choice questions based on an authentic audio recording on the unit topics. The interpersonal section will consist of the students recording and sending a response to questions or a picture prompt shared digitally. The presentational section will include short answer and an extended writing section on topics from the unit.</p>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Name and describe immediate and extended family members	<p>Content: family member vocabulary, verb “avere” meaning and conjugations, color words, words for hair and eyes</p> <p>Skills: Using verb “avere” to list the members in one’s own or in someone else’s family</p>	<p>Family Vocabulary Quiz</p> <p>In-class writing; paragraph describing members of family</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	5 lessons
Describe activities using -ire verbs (regular and -isc-)	<p>Content: conjugations and meaning of -ire verbs</p> <p>Skills: Conjugating -ire verbs, both regular and -isc-</p>	<p>Quiz on -ire verb conjugations</p>	<p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	6 lessons
State possession using preposition “di” and possessive adjectives	<p>Content: Use of preposition “di” to indicate possession; forms of possessive adjectives</p> <p>Skills: Indicating simple possession and possession with adjectives</p>	<p>Quiz on possessive adjectives</p>	<p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>	5 lessons

Unit 6 Overview

Unit Title: Che cosa hai?

Unit Summary:

Unit 6 continues on the theme of describing self and others, with a new focus on state of being, well-being and health. The communicative goals will include asking and answering how someone is feeling; expressing a basic health problem, such as a stomach ache or headache; knowing when to use and practicing formal speech.

Suggested Pacing: 15 lessons

Learning Targets

Unit Essential Questions:

- How do I tell someone that I am uncomfortable or having a health problem?
- In what situations is it appropriate to use formal speech in Italian?

Unit Enduring Understandings:

- In other cultures, there are different levels of speech formality used for peers and people of respect

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

At the end of Unit 6, the students will complete a [RAFT](#), for which they will have the option of a written or spoken presentational piece. They will complete this assignment during class time, and will be graded according to a rubric.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Name parts of body, and use “avere” to express certain states of being	<p>Content: body vocabulary, terms for states of being such as hungry, thirsty, afraid, hurting</p> <p>Skills: Ask and answer about state of being, ask and describe something hurting (i.e. stomach hurts)</p>	<p>Written Quiz on Body Vocabulary</p> <p>Written Quiz on State of Being Expressions with “Avere”</p> <p>Create and present dialogs</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	7 lessons
Address new and familiar people appropriately in target language using levels of formality in speech	<p>Content: direct address with “Lei”</p> <p>Skills: Greeting new people, asking and telling someone to use formal or informal speech</p>	RAFT	<p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	8 lessons