

Madison Public Schools

Grade 7 Italian

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Course Overview

Description
<p>Italian 7 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 7 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 7, the students will build on the grammar and communicative topics acquired in Italian 6, and expand them to include habitations, vacation and travel, shops and weekly Italian markets, and food.</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 and 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 style="text-align: center;">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: Ripasso (Review of Italian 6)	
Unit Summary: In this unit, students will review the key points of 6th grade Italian. The students will practice and be assessed on the four skills of language learning.	
Suggested Pacing: 10 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> How can I describe myself and others in Italian? How can I express a basic need or health concern? How do I address a peer, family member, or a new person in Italian? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> In an Italian sentence, several parts of speech must be manipulated to successfully communicate 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: Graded Review Booklet and Speaking Assessment with essential topics from Italian 6	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Demonstrate understanding through physical response of classroom routines and procedures	<p>Content: Essential classroom expressions and routines</p> <p>Skills: Demonstrating understanding through physical response; verbalizing requests for classroom items and permissions to leave the room (i.e. nurse, restroom)</p>	Dictation quiz with picture matching	<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.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>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</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.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>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>	3 lessons
Describe self and others, including activities	<p>Content: Adjectives to describe appearance and personality; subject pronouns; subject-verb agreement; verb “Essere”, “Avere”, regular -are, -ere, and -ire verbs; verb expressions; adjective agreement; simple possession with “di” and possessive adjectives;</p> <p>Skills: Combining words and phrases with agreements to express complete sentences and paragraphs describing self and others</p>	Writing assignment Speaking assessment (picture prompt)	<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>	8 lessons

Unit 2 Overview

Unit Title: Nuovomondo: Il Viaggio degli Immigrati Italiani in America

Unit Summary:

This unit focuses on the causes and implications of the immigration wave from Italy to America in the late 1800's and early 1900's. The unit complements what the students are simultaneously learning in their ELA classes, while reading "The King of Mulberry Street". During this unit, the students will learn vocabulary to describe the economic problems in Italy following the 1861 unification, and the lack of an "Italian" identity in that time period. They will begin to use the past tense, and will see many examples of it in an authentic context. The students will also watch the Italian film "Nuovomondo" ("The Golden Door", 1996) in its original language track. The students will use the film as a basis for speaking tasks, and for drawing comparisons to their prior knowledge of the Italian American identity. Finally, the students will make connections to the present, learning about the overeducation and lack of job opportunities in Italy today, causing many Italians to move in order to find work.

Suggested Pacing: 30 lessons

Learning Targets

Unit Essential Questions:

- Why did Italians want to leave Italy in the early 20th Century?
- What was it like for an Italian who left Italy at that time?
- Why did emigrants from Italy choose to come to America?
- What other ethnic groups have come to America in large waves? What was their reasoning for leaving their home countries?
- What were the pros and cons of life in America for Italian immigrants?

Unit Enduring Understandings:

- A lack of resources and jobs can cause people to leave their homes in search of greater opportunity

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 responding to a [Picture Prompt](#).

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Discuss living conditions in Italy at turn of 20th century, and examine causes for massive immigration waves of Italians into the United States	<p>Content: Vocabulary (turn of century conditions in Italy, Unification of Italy 1861), Passato Prossimo (Past Tense)</p> <p>Skills: Describing events in the past tense</p>	Vocabulary Quiz Grammar quiz- passato prossimo	<p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</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>CRP1. Act as a responsible and contributing citizen and employee</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>	7 lessons
Infer meaning of and re-enact above-level dialog in target language with visual prompts	<p>Content: Film “Nuovomondo”</p> <p>Skills: Listening to authentic language, creating original dialog, re-enacting memorized authentic dialog, imitating authentic gestures and tone</p>	<p>Graded Journal Entries from point of view of film characters</p> <p>Re-enactment of film scenes</p> <p>Original dialog performance</p>	<p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</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.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	10 lessons
Interview Italians who have moved to America, or who are currently considering moving to find work	<p>Content: Unit vocabulary, understanding of causes for emigrating</p> <p>Skills: Composing interview-style questions, understanding and recording responses</p>	<p>Graded interview questions</p> <p>Answer comprehension questions based on authentic interviews</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</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>	7 lessons

Unit 3 Overview
Unit Title: Cercasi Casa
Unit Summary: In this unit, the students will learn all about Italian households, from the names of the rooms and objects in the rooms, to the types of housing common in Italy, and the difficulties of buying a home in Italy due to limited Real Estate.
Suggested Pacing: 30
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> How is a typical Italian house different than a typical American house? Why is environmental consciousness so important to many Italians? Why is the housing market so expensive in Italy?
Unit Enduring Understandings: <ul style="list-style-type: none"> Homes in different cultural regions reflect the values and availability of resources of that region.
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 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> <p>Alternative Assessment: Students will record a dialogue using the target language</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Name the rooms of the house and common household items and furniture	<p>Content: Names of rooms and items in rooms; items typical of Italian homes, types of homes common in Italy</p> <p>Skills: Describe rooms in house, know about items common in Italian homes that are unfamiliar in American culture</p>	Vocabulary Quiz	7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.	5 lessons
Ask and answer questions with the question word "Dov'è?", and describe item's location with prepositions "davanti", "dietro", "sopra", "sotto", "tra", "in" (+article), "su", "accanto a"	<p>Content: question word "dove" (where), prepositions "davanti", "dietro", "sopra", "sotto", "tra", "in" (+article), "su", "accanto a"</p> <p>Skills: Asking and stating the relative location of an item</p>	(after following objective) Speaking Assessment (combine both topics)	<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>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	5 lessons
Count with ordinal numbers and be able to say what floor number something is on	<p>Content: Ordinal numbers (irregular 1-10, follow pattern for all numbers 11 and higher)</p> <p>Skills: Stating what floor something is on</p>	Speaking Assessment (combined with previous objective)	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.	4 lessons
Compare and contrast houses in Italy and America	<p>Content: Video clip from House Hunters International, Lingorilla video, authentic Italian real estate websites and advertisements, numbers from 1,000 and 1,000,000, verb "costare"</p> <p>Skills: Listening and Reading comprehension, stating price of object</p>	(after following objective) Original Script video project	7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	6 lessons
Use the verb "volere" to express desire	<p>Content: Verb "volere"</p> <p>Skills: using modal verbs to express want</p>	Original Script video project (combined with previous objective)	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.	4 lessons

Unit 4 Overview

Unit Title: Ferragosto

Unit Summary:

In Unit 4, the students will exercise their fluency in the past and present tense through the topic of travel and vacation. They will describe past vacations, and the activities that they did. They will also learn about popular vacation destinations in Italy, and about UNESCO protected heritage sites. The students will watch a video advertising tourism in the region of Puglia, and they learn through discussion the importance of tourism to the Italian economy. Finally, the students will learn through reading authentic advertisements and articles about the Italian vacation holiday “Ferragosto”.

Suggested Pacing: 26 lessons

Learning Targets

Unit Essential Questions:

- Why is Italy such a popular country to visit?
- How are Italy’s historical sites maintained?
- How do Italians feel about tourists visiting their landmarks?
- Why is tourism so important to many European countries’ economies?

Unit Enduring Understandings:

- In Italy and many other European countries, tourism is a major source of revenue.

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.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Name popular seasonal activities and vacation activities	Content: Vocabulary for outdoor activities (warm weather and cold weather recreational activities) Skills: Describing seasonal activities in past and present tense	Vocabulary Quiz	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.	3 lessons
Ask and describe weather conditions	Content: Weather expressions Skills: Using weather expressions in complete sentences, understanding spoken weather reports in Target Language	Listening Quiz Vocabulary Quiz	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.	3 lessons
Use the verb "fare" to describe actions related to vacation [i.e. <i>fare la valigia</i> (pack suitcase), <i>fare viaggio</i> (take a trip)]	Content: "Fare" expressions, conjugations of the verb "fare", present and past tense Skills: Using phrasal verb expressions in Italian with the verb "Fare"	Vocabulary quiz Reading Comprehension Quiz	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.	4 lessons
Use the verb "andare" to describe transportation (with prepositions "a" and "in"; simple and articulated)	Content: "Andare" expressions, conjugations of the verb "andare", present and past tense Skills: Using the verb "andare" ("to go") to describe movement from place to place	Vocabulary quiz In-class writing assignment	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.	4 lessons
Value the importance of cultural funds such as UNESCO world heritage and understand importance of preserving famous landmarks including ruins in Sicily, trulli in Alberobello, Pompeii, Cinque Terre habitations, historic center of Rome, and Venice and surrounding lagoon.	Content: UNESCO protected heritage sites (What it means, and some famous sites in Italy) Skills: Appraise importance of these sites	Choose one: -Create a Travel Poster -Write a postcard from a fictional trip -Create a blog post with text and pictures describing a fictional trip	7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason.	4 lessons

			9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
Describe Italian holiday Ferragosto, and how geography and culture effect typical vacations (sea or mountains)	<p>Content: Videos from Puglia Tourism, authentic readings about holiday “Ferragosto”</p> <p>Skills: Understanding a target language text, identifying key words, comparing cultural differences and similarities</p>	Create a Google “My Maps”, and present a fictional trip to the class	<p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	3 lessons

Unit 5 Overview

Unit Title: I Negozi e il Mercato

Unit Summary:

In this unit, the students will learn about traditional small business shops and markets in Italy, and the modern appearance of superstores and commercial centers.

Suggested Pacing: 30 lessons

Learning Targets

Unit Essential Questions:

- What types of stores do Italian shop in?
- Why do Italians shop at the weekly market?
- Why is "Made in Italy" so important in Italian culture? What types of products have this label?
- How do I describe clothing in Italian? Why is Italian fashion so famous?
- How do I ask or give permission to do something? How do I state whether I can or can not do something? How do I extend, accept, or reject an invitation?
- How do I tell someone to do something?
- How do I say that something must be done?

Unit Enduring Understandings:

- Though in recent years, the appearance of Superstores has increased in Italy, Italians still hold a value to the aesthetics, tradition, and quality of small business and local production
- Verb endings can alter the level of formality in speech and writing, and can also be used to differentiate between a declarative statement and an imperative statement.
- Modal verbs must be used to alter the meaning of other verbs to express want, need, and ability.

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 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.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Name and classify the types of shops in Italian towns, and the products that they sell	<p>Content: Types of shops and their products vocabulary, market vocabulary, reading from, Leveled reading about types of markets, song "Porta Portese" by Claudio Baglione</p> <p>Skills: Be able to differentiate between types of shops and markets in Italy, know where goods can be purchased</p>	Vocabulary Quiz graded RAFT activity	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p>	7 lessons
Recognize some famous products "Made in Italy"	<p>Content: print and video advertisements for famous "Made in Italy" products (i.e. Vespa, Bialetti, Ferrari, Nutella, Barilla)</p> <p>Skills: Listening and Reading comprehension of authentic materials</p>	Create a poster and present to class	<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>	3 lessons
Name articles of clothing, and identify famous Italian fashion houses	<p>Content: Clothing vocabulary, reading about Italian fashion</p> <p>Skills: Reading comprehension of authentic materials, presenting in target language</p>	Fashion Show project	<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>	5 lessons
Use the modal verbs "potere" and "dovere" to express ability and need	<p>Content: Verb "Potere" and conjugations, how to use a modal verb in conjunction with main verb, Verb "Dovere" and conjugations</p> <p>Skills: expressing ability with modal verb "potere" and need with "dovere"</p>	Write and perform dialogs	<p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>	5 lessons

Unit 6 Overview

Unit Title: Tutti a Tavola!

Unit Summary:

In the final unit of 7th grade Italian, the students will learn about the presence and importance of food in Italian culture, as well as the types of eateries in Italy, and what food is offered at each. They will do so by identifying and defining their own vocabulary, using authentic menus and other resources to learn the names of food items, and form their own observations about the organization of menus and eateries. Through class discussion, the students will share their findings, and make any adjustments to their initial ideas. The students will also learn how to express “some” using the partitive article.

Suggested Pacing: 30

Learning Targets

Unit Essential Questions:

- What types of food do Italians typically eat?
- How do I order at a restaurant in Italian?
- What types of eateries are common in Italian cities and villages?
- How do I talk about beverages with a meal or at an eatery?
- How can I ask or state how much of something for uncountable items or without using a number quantity?

Unit Enduring Understandings:

- Traditional recipes and local ingredients are the key factors of authentic Italian cuisine
- Etiquette regarding food is regarded highly in Italian culture

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 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
Name the Italian meals and typical foods from each, and describe the different types of Italian eateries	<p>Content: Names of meals, names of basic foods eaten at each meal; types of eateries, foods offered at each</p> <p>Skills: Categorize Italian foods by meal times, categorize foods found at different types of eateries, identify different types of eateries, compare and contrast with American meals</p>	Vocabulary quiz	<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.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>	8 lessons
Politely place an order in various types of Italian eateries	<p>Content: Vocabulary for ordering, additional requests possible in dining settings</p> <p>Skills: Ordering (giving and taking order), inquiring to know more about an unknown ingredient or dish, notifying of allergies or other dietary restrictions</p>	Graded Interpersonal Speaking assignment	<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>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>CRP1. Act as a responsible and contributing citizen and employee</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 lessons
Use the irregular verb "bere" (to drink), and the partitive article to express "some" or "any"	<p>Content: Vocabulary for beverages, conjugations of the verb "bere", present and past tense, The preposition "di" combined with definite articles; partitive meaning</p> <p>Skills: Ordering beverages, identifying what beverages are associated with each meal in Italian culture</p>	Vocabulary Quiz	<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>	4 lessons
Give commands using the familiar and formal imperative (l'imperativo informale)	<p>Content: conjugations for formal and Informal commands (imperatives)</p> <p>Skills:</p>	Graded Comic (makebeliefscomix.com)	<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	4 lessons

	Using formal and informal imperatives correctly in context			
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