

Madison Public Schools

Italian 3

Written by:

Silvana Berardo

Reviewed by:

Matthew A. Mingle

Director of Curriculum and Instruction

Stacy A. Snider

Supervisor of Visual & Performing Arts/World Languages

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Members of the Board of Education:

Lisa Ellis, President

Kevin Blair, Vice President

Shade Grahling, Curriculum Committee Chairperson

David Arthur

Debra Coen

John Flynn

Johanna Habib

Leslie Lajewski

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description

Italian III is offered to students at the novice high proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the novice-high proficiency level exhibits the following characteristics:

- Speaking:
 - Conversation restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs
 - Able to ask a few formulaic questions
 - Relies heavily on learned phrases
 - Uses short and sometimes incomplete sentences in the present with hesitation or inaccuracies
- Writing:
 - Uses lists, short messages, postcards, and simple notes
 - Relies mainly on practiced material
 - Focused on common elements of daily life
 - Recombines learned vocabulary and structures to create simple sentences on very familiar topics
- Listening:
 - Often but not always understands information from sentence-length speech, one utterance at a time, in basic personal and social contexts
 - Understands speech in highly standardized messages, phrases or instructions
- Reading:
 - Understands key words and cognates as well as formulaic phrases
 - Understands predictable language and messages such as those found on train schedules, roadmaps, and street signs
 - Derives meaning from short, non-complex texts that convey basic information for which there is no contextual support

The Italian III course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life, somewhat sheltered situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Italian III course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian.

Goals

By the end of the course, students functioning at the intermediate-low proficiency level should exhibit the following characteristics:

- Speaking
 - Creates with the language in straightforward social situations
 - Conversation restricted to predictable topics related to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.
 - Primarily reactive; struggles to answer direct questions or requests for information
 - Able to ask a few appropriate questions
 - Combines and recombines language into short statements and discrete sentences.
 - Frequent pauses and hesitancy
- Writing
 - Creates statements and formulates questions based on familiar material
 - Uses short and simple conversation-style sentences with basic word order almost exclusively in the present tense
 - Includes basic errors in grammar, word choice, punctuation, and spelling
- Listening
 - Understands some information from sentence-length speech, one utterance at a time, in basic personal and social contexts
 - Understands some information from the simplest connected texts dealing with a limited number of personal and social needs
- Reading
 - Understands some information from the simplest connected texts dealing with a limited number of personal and social needs

Students should also be able compare and contrast their own culture with the target language culture.

Materials

Core: Sentieri Textbook

Supplemental: quizlet.com, youtube.com, kahoot.com, gimkit.com, quizizz.com

Resources

[Suggested Activities and Resources](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and standards of the course.

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)

Additional modifications and adaptations

- Use of the projector allows students to read information as it is explained by the teacher.
- Use of a website with calendar allows students to access and review information from home.

Unit 1 Overview

Unit Title: - Chi siamo? (Who are we?)

Unit Summary:

This brief unit encourages students to review basic vocabulary and grammar by introducing themselves to each other by describing themselves and their families using previously learned vocabulary and grammar structures. The Italian 3 classes are made up of freshmen, sophomores, juniors and potentially a few seniors making it important for students to meet and feel comfortable with one another. This mini-unit also affords the teacher an opportunity to assess students' skills and to identify struggling learners. This unit reminds students of the importance of language and its connection to culture and real/world professional application. Students review important phrases and digital tools for survival in the target language classroom. Teacher and students engage in interpersonal, communicative activities to build rapport and create a positive classroom environment.

Suggested Pacing: 5 lessons/2 weeks

Learning Targets

Unit Essential Questions:

- How can one use Italian outside the classroom?
- Who are my classmates and what do they like?
- How can one communicate without the tools one thinks one needs?
- How can I appropriately describe people and activities?
- How can I be successful in this class?

Unit Enduring Understandings:

- Language connects people
- Conversations are more than questions and answers
- Circumlocution is important when communicating in a second language
- Digital and online tools are available to facilitate second language learning
- Understanding Italian opens doors to other world cultures

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Oral performance:

Students will design a shield/coat of arms for themselves and orally present it to the class without scripts. Students will be assessed on the explanation of what they chose certain colors and symbols and their reactions to and evaluations of each other's work. Students must incorporate review vocabulary and verbs and verbal expressions in their presentations

[Suggested Activities and Resources](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for describing personality traits while using correct gender and number agreement to describe themselves and others.	<p>Content:</p> <p>Adjectives describing physical and personality traits</p> <p>Verbs: essere, avere, regular adjectives, -are, -ere, -ire present tense irregular present tense verbs</p> <p>Skills:</p> <p>Describe themselves and ask about others</p>	<p>Skit</p> <p>Oral/Written Quizzes & tests</p> <p>Whiteboard activities</p> <p>Suggested Activities and Resources</p>	<p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	1 lesson
Use vocabulary describing activities they participate in on a regular basis to continue to describe themselves and to inquire about others	<p>Content:</p> <p>Interrogative expressions review</p> <p>Skills: Use correct interrogative forms to ask questions about and describe others</p> <p>Inquire about others</p>	<p>Think/pair/ share activities</p> <p>Interview three unfamiliar classmates and then describe them to the class See suggested activities</p> <p>Complete a chart to compile information culled from interviews</p> <p>Skits</p>	<p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	1 lesson
Use regular and irregular adjectives in descriptions	<p>Content:</p> <p>Regular adjective agreement</p> <p>Irregular adjectives</p> <p>Expression: Avere + years</p> <p>Skills: Use appropriate adjectives to describe themselves and others</p> <p>Listen to audio prompts to describe</p>	<p>Oral /written grammar quizzes</p> <p>Listening quiz</p> <p>Create short conversations</p>	<p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	1 lesson
Use vocabulary for describing things they and their classmates like to do and when they like to do them	<p>Content:</p> <p>Regular -are, -ere, -ire verbs in present</p> <p>Irregular verbs avere, essere, fare, andare, stare, uscire venire, dire and piacere conoscere and sapere</p>	<p>Listening quiz</p> <p>Conversations and short writing pieces</p> <p>Skits</p> <p>Grammar/vocabulary quizzes</p>	<p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily</p>	1 lesson

	<p>Adverbs of time and frequency including but not limited to days, months, seasons</p> <p>Skills: Use irregular and irregular verb forms to describe their daily and leisure time activities</p> <p>Describe their leisure time activities after school</p>	<p>Formative assessments</p> <p>Think/pair/share activities</p>	<p>activities learned about through oral or written descriptions</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	
Use family vocabulary to describe family members	<p>Content: Expand upon previously learned family vocabulary Possessive adjectives Expression “avoir...ans”</p> <p>Skills: Describe various family members and their likes and dislikes</p>	<p>Explain the family relationship in a family tree</p> <p>Students create a family tree for a selected celebrity of their choosing for presentation to the class.</p>	<p>NJCCCS 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	1 lesson
Describe the events of a televised episode based on observations of verbal and nonverbal clues	<p>Content: Watch “L’italiano in famiglia”</p> <p>Skills: Create a flow chart of what happens in Episode 1</p>	<p>Create a flow chart</p> <p>Listening comprehension questions</p> <p>Dialog creation continuing the telephone conversation presented in the episode</p>	<p>NJCCCS 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>	1 lesson

Unit 2 Overview
Unit Title: Dal dottore (At the doctor's office)
<p>Unit Summary:</p> <p>This unit focuses on the importance of maintaining good health and well-being while learning about the healthcare system in Italy. Students learn vocabulary to describe various physical ailments to a healthcare professional and decide on appropriate remedies. Structurally, this unit introduces students to the important past tense, the imperfect used to discuss habitual actions or non-active descriptions in the past by recalling their childhood toys and activities.</p>
Suggested Pacing: 15 lessons/3.5- 4 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can I express medical concerns to a healthcare professional? • How does the Italian healthcare system differ from our own? • How are home remedies part of the cultural fabric of Italy? • How do I talk about my childhood? • How do I describe the way things used to be? • How do I describe the background circumstances as opposed to a specific event in the past?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Two past tenses are necessary in Italian to describe events in the past, one describing actions and another describing the background to an event • Getting health care in Italy requires understanding a difference process than in America
Evidence of Learning
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment: Students will prepare an oral presentation without scripts to the class with supporting images about a real or imaginary visit to the emergency room of a hospital while on vacation in Italy. The student will re-create their medical history, recounting what brought them to the hospital, the symptoms they experienced including what they were doing and had done prior to feeling ill. They must incorporate a set number of new vocabulary and expression from the unit while using all three past tenses learned. Finally, they will explain the outcome of the visit and the recommendations and/or treatment they received.</p> <p>Suggested Activities and Resources</p> <p>Alternative Assessment: Panel discussion</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use body parts vocabulary and to describe health & well-being and remedies to ailments	<p>Content: Body parts, adult and childhood ailments & symptoms, remedies Reflexive verbs: <i>sentirsi</i>, <i>rompersi</i> Definite articles used with parts of the body</p> <p>Skills: Identify health vocabulary in short audio segments</p> <p>Respond to questions regarding health in complete sentences</p> <p>Create description describing various ailments</p>	<p>Grammar and vocabulary in context quizzes</p> <p>Picture prompts</p> <p>Any combination of call/response, think/ pair/share or short writing. See Suggested Activities and Resources</p>	<p>NJCCCS 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	3 lessons
Read and respond to a target language text about the Italian healthcare system	<p>Content: “<i>L'importante è la salute</i>”</p> <p>Skills: Read a text and identify key, familiar terms to summarize the general meaning</p> <p>Organize information on a graphic organizer</p> <p>Recognize and summarize 5 salient points of a text</p>	<p>Reading comprehension true false/multiple choice quiz</p> <p>Write 5 complete sentences illustrating key points from the text</p>	<p>NJCCCS 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p>	1 lesson
Read and respond to a target language mini-text regarding alternative/natural remedies use in Italy to compare and contrast with widely held practices in the US	<p>Content: “<i>Costumi & usanze: I rimedi naturali</i>”</p> <p>Skills: Listen to an audio to identify key familiar terms</p> <p>Listen to an audio a second time for additional details</p> <p>Listen a third time with script to train the ear</p>	<p>Class discussion: Why do folk remedies play an important role in Italian cultural norms?</p> <p>Research popular folk remedies in Italy and compare to popular US folk remedies</p> <p>Listening Comprehension questions</p>	<p>NJCCCS 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture</p>	1 lesson
Use the imperfect tense to describe what we & others used to do in the past	<p>Content: Imperfect past tense of regular -er, -ir, -re verbs Irregular Imperfect past tense of key verbs <i>essere</i>, <i>bere</i>, <i>dire</i>, <i>fare</i> Time expression indicating repeated/habitual events</p> <p>Skills: Use the imperfect past tense to describe what we used to do Use the imperfect tense to describe habitual actions or</p>	<p>Any combination of call and response, think/pair/share activities or short writing. See Suggested Activities and Resources</p> <p>Grammar vocabulary in context quizzes</p> <p>Use a digital tool (iPhone, recorder) Interview a parent/grandparent about what life was like when</p>	<p>NJCCCS 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	3 lessons

	general repeated actions in the past	they were young and orally report to the class	7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	
Use the two past tenses, the imperfect and the passato prossimo together with adverbs of time and frequency to describe past events	<p>Content:</p> <p>Review the passato prossimo of regular and irregular verbs; Verbs that take essere in the passato prossimo; Adverbs of time describing specific events at a set periods of time; Adverbs of frequency describing continuing actions uncompleted actions in the past</p> <p>Skills:</p> <p>Use the imperfect past tense to give descriptions in the past</p> <p>Use the passato prossimo past tense to say what happened or what someone did in a set period of time in the past</p> <p>Listen to audio prompts to identify the frequency of and activity in the past</p>	<p>Paragraph fill-ins selecting the correct past tense</p> <p>Grammar and vocabulary context clue quizzes</p> <p>Write a short story about an event</p> <p>Any combination of question and response, think/pair/share activities</p> <p>See Suggested Activities and Resources</p>	<p>NJCCCS</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	4 lessons
Use the trapassato prossimo tense to talk about events that had already taken place before another past event or action	<p>Content:</p> <p>Review the passato prossimo of irregular and irregular verbs; the trapassato prossimo (past perfect) tense Adverbs of time specific to the use of the trapassato prossimo: già, mai, appena and ancora</p> <p>Skills:</p> <p>Make predictions about what had already happened</p> <p>Differentiate between the passato prossimo and the trapassato prossimo</p>	<p>Short writing</p> <p>Place the events of a story in chronological order</p> <p>Grammar and vocabulary quizzes</p> <p>Short skit</p> <p>Any combination of question and response, think/pair/share activities</p> <p>See Suggested Activities and Resources</p>	<p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	2 lessons
Read and respond to a target language text about the the archeological finds and artisanal products found in northern Italy	<p>Content:</p> <p><i>“Il Triveneto: Trentino alto-Adige, Veneto Friuli-Venezia Giulia”</i></p> <p>Vetro di Murano</p> <p>Isola di Murano</p> <p>Otzi</p> <p>Skills:</p> <p>Listen to identify keywords and information</p>	<p>Research the island of Burano to find other artisanal products of the region</p> <p>Question and answer fill-in</p> <p>Paraphrase 4 important facts about the three northern Italian regions</p>	<p>NJCCCS</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with</p>	1 lesson

			peers and experts synthesizing information from multiple sources. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
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Unit 3 Overview	
Unit Title: Casa dolce case: A casa (At home)	
Unit Summary: This unit introduces the student to the simple future tense while learning how to describe the home. Students will practice giving and reacting to commands as related to household chores and other daily activities. In addition they will practice replacing named object and people using pronouns. They will compare and contrast Italian and American taste in homes and home furnishing through the examination of the “made it Italy” brand and its importance to Italy’s culture and economy.	
Suggested Pacing: 12 lessons/ 4 weeks	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • How do I describe the home? • How do I explain where things are in relation to other things? • How does the Italian home differ from the American home? • What are Italian expectations different when renting an apartment than American’s? • How do I express what I will do in the future? • How do I replace object and people together express what I do, have done or will do for someone? • What constitutes the “made in Italy” brand for the home and what is it’s importance to the Italian economy? • How has Italian architectural design influenced building in the US and around the world 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Italian apartment buildings in cities prototypically surround a central outdoor space • Italian artists and artisans reflect a tradition of outstanding design and craftsmanship • Building materials used for italian homes reflect certain cultural attitudes • Describing future actions requires a special verb form 	

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will design a futuristic home for the year 2099 to be presented in the form of an oral presentation without written scripts. The student will describe various aspects of the home incorporating a predetermined number of vocabulary acquired in the unit and use the future tense. In the presentation they will explain where people will live, what their homes will be like while including reasons for their choices. Considerations can be made to post their designs in the form of a gallery in the classroom and having the class choose the best design with a Andrea Palladio awarded to the winner.

[Suggested Activities and Resources](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use house vocabulary to describe the home	<p>Content: Rooms of the house; types of houses; Parts of the house; Living room and bedroom furniture Supplementary vocabulary from <i>Sei pronto a cominciare</i> “La casa” prepositions of location</p> <p>Skills: Identify images in the target language</p> <p>Recognize new vocabulary in short audio segments</p> <p>Form complete sentence long descriptions of rooms in the house</p> <p>Describe a home</p>	<p>Any combination of question and answer think/pair/share activities</p> <p>See Suggested Activities and Resources</p> <p>Vocabulary in context quizzes</p> <p>Recorded paired conversations</p> <p>Short writing piece</p> <p>Create context clue descriptions of vocabulary in riddle form</p> <p>Listening comprehension selecting whether statements are logical</p>	<p>NJCCCS 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics</p>	3 lessons
Read and respond to a target language text regarding the typical Italian home	<p>Content: “Case per tutti i gusti” Case tipiche per regioni Househunters international Trulli di Alberobello Trulli</p> <p>Skills: Read a short text and identify key, familiar terms to summarize meaning</p>	<p>Reading comprehension questions based on reading</p> <p>Venn diagram comparing Italian and American homes</p>	<p>NJCCCS 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1 lesson
Read and respond to a short text in the target language examining the contributions of Italian architect Andrea Palladio	<p>Content: <i>Ritratto: Andrea Palladio</i> Vocabulary: loggia, portico, facciata, arco</p> <p>Skills: Read a short text and identify key, familiar terms to summarize meaning</p> <p>Recognize the important elements of a particular architecture</p>	<p>Class discussion: What famous buildings in the US contain elements invented by Palladio?</p> <p>Short skit Redesign the front of MHS building using Palladian features explaining its distinct features</p> <p>Internet research on Palladio</p>	<p>NJCCCS 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	1 lesson
Use the future tense to make predictions about future personal and career decisions	<p>Content: Future tense of regular -are, -ere, -ire verbs Future tense of irregular verbs Adverbs of time indicating a future event: domani, dopodomani, fra..., ...prossimo, etc</p>	<p>Any combination of question and answer, think/pair/share activity and short writing piece</p> <p>See Suggested Activities and Resources</p> <p>Grammar and vocabulary in context quizzes</p>	<p>NJCCCS 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p>	3 lessons

	<p>Prepositions appena, se and quando used with the future</p> <p>Skills: Make predictions about what will happen in an illustration</p> <p>State and defend opinions regarding future choices</p>	<p>Paired skit : L'indovino predicting what classmates will be doing in 20 years</p> <p>Listen to question to select the correct rejoinder</p> <p>Picture prompts identification</p>	<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p>	
<p>Use the future tense to describe things that are probable, must or could happen referring to the present</p>	<p>Content: The future tense of regular and irregular verbs</p> <p>Skills: Make predictions about the likelihood of events or states of things</p> <p>Distinguish between future or present events</p> <p>Use complete sentences to respond to questions of probability</p>	<p>Any combination of question and answer, think/pair/share activities See Suggested Activities and Resources</p> <p>Pair activity: Partners select famous people asking questions about their activities.</p>	<p>NJCCCS 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	1 lesson
<p>Combine direct and indirect object pronouns to avoid repetition when speaking and writing</p>	<p>Content: Review direct object pronouns to replace named objects/people Review indirect object pronouns to replace named people Review of pronouns "ci" and "ne" Order of combined direct and indirect object pronouns Agreement with use of combined object pronouns</p> <p>Skills: Substitute direct and indirect objects with object pronouns</p> <p>Combine indirect and direct object pronouns using proper order and substitutions</p> <p>Interpret short text and audio to describe future events</p>	<p>Grammar and vocabulary in context quizzes</p> <p>Picture sequence</p> <p>Short dialogue using predetermined vocabulary between a customer and furniture store salesman</p> <p>Any combination of question and response, think/pair/share activities See Suggested Activities and Resources</p> <p>Using digital tools (iPhone, Chromebook, digital recorder) answer questions using cue from listening prompts</p> <p>Grammar and vocabulary context clue quizzes</p>	<p>NJCCCS 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	3 lessons

Unit 4 Overview

Unit Title: Casa dolce casa: Le Faccende (Chores)

Unit Summary:

This unit further expands the study of the home. Students will talk about household chores and expand their vocabulary to include the kitchen and small and large appliances. Students will practice giving and reacting to commands as related to household chores and everyday life. Additionally students will become familiar with two important verbal expressions *volerci* and *metterci* to describe how long something takes as well as other expressions of time and duration. A further foray into the Italian world is made with a closer look at the “made in Italy” brand as it relates to home design other objects for the home as an important contribution to the Italian economy and a reminder of the importance of high quality to the Italian mindset.

Suggested Pacing: 12 lessons/3.5-4 weeks

Learning Targets

Unit Essential Questions:

- How do I describe household chores and the objects I need to do them?
- How do I tell, order others to do things?
- How can I explain for how long I’ve been doing something?
- How do I express how long it takes me and other to do things?
- How does the availability and use of common household appliances differ from the US? What is deemed essential or nonessential?
- What qualities define the “made in Italy” brand?

Unit Enduring Understandings:

- Ordering or requesting a friend to do something requires a different verb form than requesting a stranger to do something
- Comprehension of a text does not necessarily mean understanding every word

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Written performance

Using the Internet/ create an online brochure with photos for a luxury hotel in a famous location in a previous studied region, the student will use the formal commands to encourage potential guests to take part in the various activities available during their stay. The brochures must contain a set number of new house vocabulary describing the amenities available during their stay. They must also incorporate how long it take to get to various tourist attractions and the center of town from the hotel.

Alternative Assessment:

Students in pairs will prepare a conversation and present to the class without scripts between an student who is getting a new roommate. The conversation should include where each roommate will put their belongings in the apartment. The conversation should include how to divide the chores, explaining who should do them and how frequently. Inclusion of a set number of new vocabulary terms and informal affirmative and negative commands are needed.

[Suggested Activities and Resources](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for describing household chores and the tools and appliances necessary to do them	<p>Content: Household chores; household appliances and tools Kitchen small appliances; Supplementary vocabulary: <i>Sei pronto a cominciare "I lavori di casa"</i></p> <p>Skills: Identify household chores in illustration and audio descriptions</p> <p>Answer questions in complete sentences</p> <p>Answer questions based on a convers</p>	<p>Any combination of question and response think/pair/share activities See Suggested Activities and resources</p> <p>Create original sentences with household vocabulary</p> <p>Vocabulary in context quizzes</p> <p>Short writing</p> <p>Listen to a conversation between a couple discussing household chores and select the correct response</p>	<p>NJCCCS 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	3 lessons
Read and respond to a target language mini text about the use of appliances in the Italian home	<p>Content: <i>"Un aiuto con i mestieri"</i> <i>"Ritratto: Alfonso Bialetti e la Moka Express"</i></p> <p>Il Made in Italy</p> <p>Il Made in Italy</p> <p>Alberto Alessi</p> <p>Alessi household product design</p> <p>Skills: Make predictions about the text based on the title and the photos</p> <p>Read a short text identifying key, familiar terms to summarize the meaning</p> <p>Compare statistics to one's personal experience about something</p> <p>Use a graphic organizer to compare and contrast</p>	<p>Reading comprehension quiz Graphic organizer to compare Italy and the US</p> <p>Write a short paragraph comparing and contrasting appliance uses in Italy and the US</p> <p>Class discussion: "What is the importance of the "Made in Italy" label?"</p>	<p>NJCCCS 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</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>	2 lessons
Use informal affirmative and negative commands to give orders regarding household chores and daily activities	<p>Content: Informal Regular affirmative and negative commands Informal irregular affirmative and negative command forms for avere,</p>	<p>Grammar and vocabulary in context quizzes</p> <p>Create a conversation giving order based on a set of problems to solve</p>	<p>NJCCCS 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and levelappropriate classroom and cultural activities.</p>	2 lessons

	<p>essere, andare, dare, dire, fare, stare Informal commands used with object and reflexive pronouns</p> <p>Skills:</p> <p>Recognize commands based on an audio prompt</p> <p>Determine the correct placement of pronouns in a command</p>	<p>Any combination of think/pair share activities See Suggested Activities and Resources</p>	<p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	
<p>Use formal affirmative and negative commands to give orders and suggestions regarding household chores and daily activities</p>	<p>Content:</p> <p>Formal regular affirmative and negative commands Informal irregular affirmative and negative commands for <i>avere, dare, essere, sapere, stare</i> Formal commands used with object and reflexive verbs</p> <p>Skills:</p> <p>Write a letter asking for help</p> <p>Interpret short texts and audio using commands</p> <p>Advise strangers what to do in given situations</p> <p>Listen to a prompt to distinguish between formal and informal</p>	<p>Write a letter to an online advice column asking for help.</p> <p>Respond to a letter in an online advice column giving advice</p> <p>Role play a conversation between a roommate parent who's come to visit and asks what can be done to help around the house</p> <p>Any combination of question and response, think/pair/share activities See Suggested Activities and Resources</p>	<p>NJCCCS 7.1.IL.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.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	2 lessons
<p>Use special expressions and prepositions to indicate the starting point or duration of an ongoing event and use how much time is required to do something</p>	<p>Content:</p> <p>Preposition "da" used with the present tense to indicate duration of time; Prepositions of time "per" and "durante"; Verbs <i>durare, passare, perdere, risparmiare</i> with time references; idiomatic verbs <i>metterci</i> and <i>volerci</i></p> <p>Skills:</p> <p>Distinguish between <i>volerci</i> and <i>metterci</i></p> <p>Listen to an audio to determine order of events</p> <p>Answer questions in complete sentences</p>	<p>Grammar in context quiz</p> <p>Any combination of questions and answer, think/pair/share activities</p> <p>Create a dialogue discussing the last time they moved focusing on what the new house needed and how long preparations took getting it ready</p>	<p>NJCCCS 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics</p>	2 lessons
<p>Read and respond to a target language text about the two islands regions of Sicily and Sardinia</p>	<p>Content:</p> <p><i>Panorama: Le isole Sardegna e Sicilia</i> Sicily Nuraghi di Sardegna</p>	<p>Reading comprehension questions</p> <p>Questions and response</p> <p>Graphic organizer</p>	<p>NJCCCS 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	1 lesson

	<p>Skills: Read a text to identify key, familiar terms to summarize the general meaning</p> <p>Identify features of a geographical location</p> <p>Identify cultural and culinary traditions</p>	<p>Multiple choice/true or false quiz</p>	<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics</p>	
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Unit 5 Overview

Unit Title: Sì, viaggiare: Il Trasporto

Unit Summary:

This unit focuses on the traveling and getting around in various modes of transportation by learning to speak about car and means of public transportation. Students will learn to make comparisons of equality and inequality between things, people and activities and use superlatives to express the highest or lowest degree of qualities within a group. They will continue to explore the “made in Italy” brand by examining the importance of the Vespa as an Italian cultural icon and the automobile industry and its importance to the Italian economy.

Suggested Pacing: 9 lessons/2.5 -3weeks

Learning Targets

Unit Essential Questions:

- How do I describe transportation to get around?
- How do I use public transportation trains and buses in Italy?
- How do I keep and maintain a car?
- How do I compare things, people and things I do?
- What role does the Vespa (motor scooter) play in the life of Italians?
- How does the Italian lifestyle and culture affect their view toward public transportation?

Unit Enduring Understandings:

- Using public transportation (trains and buses) requires following certain procedures
- Comparing two nouns in relation to one quality uses a different form than comparing two nouns, verbs or adjectives in relation to one subject
- Circumlocution is vital when communicating in a second language

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Written performance:

Students will write and in class compositions of 150 words comparing their lives today to their lives 5 years ago. They will explain what they used to do more or less frequently as well as, what they had more or less of vis-a vis possessions by incorporating the comparisons and superlatives learned in this unit

Oral Performance:

With a partner present a dialogue without scripts between a clerk at the train station and a customer wishing to purchase a ticket from Milan to Rome. Student will be given a train schedule with pertinent information concerning the train as the basis of their conversation. Students must incorporate new vocabulary and comparisons as well as cultural information they have learned in this unit.

Suggested Activities and Resources

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for car and driving and public transportation to express getting around	<p>Content: Car and driving vocabulary Public transportation vocabulary Supplementary vocabulary</p> <p>Skills: Identify car and public transportation vocabulary in picture and audio prompts</p> <p>Describe public transportation taken in specific circumstances</p> <p>Complete a text with appropriate vocabulary</p> <p>Listen to a text to verify statements</p>	<p>Create original sentences using vocabulary</p> <p>Grammar and vocabulary in context quizzes</p> <p>Picture sequences</p> <p>Any combination of call and response, think/pair/share activities See Suggested Activities and Resources</p>	<p>NJCCCS 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	3 lessons
<p>Compare and contrast using public transportation in Italy and the US</p> <p>Read and respond to a target language mini text about famous Italian cars</p>	<p>Content: <i>In Treno o in autobus?</i> <i>Ferrari: l'uomo e la macchina</i> Supplementary vocabulary</p> <p>Skills: Read a short text and identify key familiar terms to summarize</p> <p>Listen to audio of train station announcement</p> <p>Identify 5 difficult words students must define to understand the text www.wordreference.com</p> <p>Compare and contrast transportation procedures in the US and Italy</p>	<p>Write a short note to a friend traveling by train to Italy for the first time explaining necessary procedures</p> <p>Reading comprehension quiz true or false</p>	<p>NJCCCS 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p>	2 lessons
Use comparatives and superlatives to compare and contrast people, transportation and daily activities	<p>Content: Comparisons of equality Comparison of inequality Superlatives Review: prepositional contractions with "di"</p> <p>Skills: Express personal opinion about things</p> <p>Make comparison using picture and audio prompts</p> <p>Distinguish between relative and absolute superlatives to express personal opinions</p>	<p>Design a car of the future using comparisons to cars today</p> <p>Discuss advantages and disadvantages of various means of transportation using picture prompts</p> <p>Any combination of questions and response, think/pair/share activities See Suggested Activities and Resources</p>	<p>NJCCCS 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts</p>	2 lessons

<p>Read and respond to a target language mini text about the Vespa</p>	<p>Content: La Vespa Storia della Vespa 50 special Lunapop song</p> <p>Skills: Listen to a song to complete a cloze activity</p> <p>Read a text to identify key familiar terms to summarize the general meaning</p> <p>Read a text a second time to possibly identify additional details</p>	<p>Complete a cloze listening activity for the song 50 special</p> <p>Vocabulary in context quiz</p> <p>Analyze a song about the</p>	<p>NJCCCS 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>	<p>2 lessons</p>
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Unit 6 Overview

Unit Title: Sì, viaggiare In vacanza (On vacation)

Unit Summary:

This unit delves further into the theme of traveling concentrating specifically on vacations and tourism. Students will learn more specific terms for various kinds of travel and vacations plans. They learn about different types of accommodations available in Italy. Structurally, they will learn to talk about what would happen in hypothetical situations currently and in the past. Additionally, they will learn how to make polite requests. They will continue their study of the northern regions of Italy through a study of the city of Venice.

Suggested Pacing: 12 lessons/ 4 weeks

Learning Targets

Unit Essential Questions:

- How do I talk about vacationing?
- How do I describe things I need to travel?
- How do I get around in the airport?
- How do I express what I and others would like to do/would like to have done?
- How do I make polite requests?
- How is understanding the types of vacation lodgings important when traveling in Italy?

Unit Enduring Understandings:

- Accommodations in Italy vary in price based on many factors
- Documents needed for traveling depend on one's citizenship
- Making predictions based on conditions require a special verb form
- Making polite requests in Italian uses a special verb form
- Circumlocution is important when communicating in the second language

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will prepare a conversation full of conflict between two friends planning a trip to Italy. Each will select a different area of Italy as their preference. Each must try to convince the other by stating the merits of what they could do there and what they would see. They must include how they would get around and explain advantages to support their position. This presentation should include cultural information learned in class regarding travel, public transportation and beliefs in Italy. Ultimately they would find a satisfactory solution to their dilemma.

[Suggested Activities and Resources](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use travel vocabulary to talk about travel and tourism	<p>Content: Vacation vocabulary, airport and hotel vocabulary</p> <p>Skills: Identify hotel and airport vocabulary in picture and audio prompts</p> <p>Categorize vocabulary according to location</p>	<p>Write original sentences using vocabulary</p> <p>Listen to conversation to determine its location</p> <p>Any combination of question and response, think/pair/share activities See Suggested Activities and Resources</p>	<p>NJCCCS</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Read and respond to a target language text regarding types of vacation lodging in Italy	<p>Content: “Una vacanza su misura”</p> <p>Skills: Read a text to identify key, familiar terms to summarize</p> <p>Read a text a second time to identify more details</p> <p>Express personal preferences</p> <p>Read a chart to summarize information</p>	<p>Correct false statements</p> <p>Question and answer</p> <p>Class discussion: What type of lodging do you prefer</p>	<p>NJCCCS</p> <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p>	1 lesson
Use the present conditional to express what would be done in	<p>Content: Present conditional of regular and irregular verbs Review future tense stems Expressions <i>al tuo/Suo posto; fare meglio di</i> conjunction “<i>ma</i>”</p> <p>Skills: Use the conditional to talk about hypothetical situations</p> <p>Interpret and respond to hypothetical situations through audio and visual prompts</p> <p>Make distinction between what would happen in hypothetical situations as opposed to repeated actions in the past</p>	<p>Short writing piece: <i>Cosa farebbe con un milione?</i></p> <p>Create complete sentences based on visual prompts</p> <p>Grammar/vocabulary in context quizzes</p> <p>Any combination of question and response, think/pair/share activities See Suggested Activities and Resources</p>	<p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	3 lessons
Use the past conditional to talk about what would have happened in past situations	<p>Content: Review of passato prossimo with avere/essere The past conditional Direct and indirect discourse verbs: <i>ho detto</i>, <i>ho affermato</i></p> <p>Skills:</p>	<p>Short skit using (iPhone, Chromebook) digital tools</p> <p>Grammar /vocabulary in context quizzes</p> <p>Formulate questions</p>	<p>NJCCCS</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons

	<p>Make predictions about situations in the past through visual and audio prompts</p> <p>Change statements from direct to indirect discourse</p>	<p>Any combination of questions and response, think/pair/ share activities See Suggested Activities and Resources</p>		
<p>Use <i>volere, dovere, potere</i> in the conditional to make polite requests and suggestions about traveling</p>	<p>Content: Present and past conditional of <i>dovere</i> Review: Using <i>avere</i> or <i>essere</i> with modal verbs in the past tense</p> <p>Skills:</p> <p>Complete sentences in context to decide the correct modal verb</p> <p>Engage in a conversation to make polite requests in predetermined situations</p>	<p>Complete sentences describing what should or could have been done using visual and audio prompts</p> <p>Short conversation about what could be done if given more free time</p> <p>Listening comprehension quiz</p> <p>Any combination of question and answer, think/pair/share activities See Suggested Activities and Resources</p>	<p>NJCCCS 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
<p>Read and respond to a target language text about the northern Italian city of Venice in</p>	<p>Content: <i>Panorama: Venezia-Artigianato, storia,, feste</i> Venezia Mose a Venezia</p> <p>Skills: Read short text to identify key familiar terms to summarize meaning Select 5 difficult words from a text to define in order to comprehend the text Correct false statements about a text</p>	<p>Write original sentences with 5 key difficult vocabulary words</p> <p>Formulate questions based on the text</p> <p>Reading comprehension quiz in matching format</p> <p>Write a short to describe a recent trip to Venice expressing likes and dislikes and the uniqueness of Venice</p>	<p>NJCCCS 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture. NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason.</p>	2 classes