

Madison Public Schools

Honors Italian 4

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Course Overview

Description

Italian IV Honors is offered to students at the intermediate-low proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the intermediate-low proficiency level exhibits 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.
 - Able to ask a few appropriate questions
 - Primarily reactive; struggles to answer direct questions or requests for information
 - 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
- Reading
 - Understands some information from the simplest connected texts dealing with a limited number of personal and social needs

Italian IV Honors emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Italian IV Honors course emphasizes the correct use of grammatical functions as a means of enhancing effective communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian.

Goals

Students of Italian IV Honors will be able to use the language to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. They will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). At Madison High School, students who complete Italian IV should meet the cumulative progress indicators for the Intermediate Mid Level of

proficiency. Intermediate Mid Level students communicate using strings of sentences to ask and answer questions, handle simple transactions related to everyday life, and are able to talk about subject matter studied in other classes. By the end of Italian IV, students taking a continuing sequence of Italian should exhibit the following characteristics:

- Speaking
 - Conversation limited to predictable and concrete exchanges necessary for survival in the target culture related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging
 - Responds to direct questions or requests for information
 - Capable of asking a variety of questions when necessary to obtain simple information such as directions, prices, and services
 - Expresses personal meaning by creating with the language
 - Speaks with pauses, reformulations, and self-corrections
- Writing
 - Short, simple communications, compositions, and requests for information in loosely connected text about personal preferences, daily routines, common events, and other personal topics
 - Framed in present time but may reference other time frames
 - Evidence of control of basic sentence structure and verb forms
- Listening
 - Understands simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts
- Reading
 - Understands short, non-complex texts that convey basic information and deal with basic personal and social topics

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

Materials	
Core: Sentieri Textbook Supplemental: quizlet.com, edpuzzle.com youtube.com, kahoot.com, gimkit.com, quizizz.com	
Resources	
Suggested activities and resources page	
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 P1 Overview

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

Unit Summary:

This ongoing assessment asks students to introduce themselves in writing on the first day of school and then to maintain a portfolio of their writing (un portafoglio di scrittura) in Italian throughout the school year. Students will add certain benchmark writing assessments to the portfolio and will maintain a log of common grammar, orthographical, and stylistic errors. *This portfolio can be physical or digital. A physical portfolio could be a simple folder maintained in the classroom. A digital portfolio could be a shared folder in Google Drive.

Suggested Pacing: First day of school and various days throughout the year

Learning Targets

Unit Essential Questions:

What part of the writing process is easiest for me?

- What part of the writing process is hardest for me?
- What common errors do I make in my writing?
- How have I grown as a writer this year?

Unit Enduring Understandings:

- Editing and peer-editing are essential parts of the writing process
- Students frequently repeat the same errors in their writing.
- A year can be enough time for substantial growth in writing.
- Although the car plays an important role in the life of young Italians, due to limited availability other modes of transportation are more essential
- The motor scooter plays a key role in the lives of young Italians
- Probability is about prediction over the long term rather than predictions of individual events.

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:

1. Benchmark writing assessments should be returned to the student's with errors noted using the notations on the portfolio but not corrected. Upon submitting work to the writing portfolio, students should log the notations made on their cover page and rewrite the text, correcting all errors. An accurate log and accurate corrections can count as marking period grades for completion and or/accuracy.
2. Part of the final exam grade will be the writing self reflection to be completed to reflect the student's own thoughts regarding his or her writing process

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Describe who we are and what we like using previously acquired knowledge	<p>Content: Chiamarsi essere/avere Verbs like piacere Present & passato prossimo Questions format word order</p> <p>Skills: Writing in complete sentences</p> <p>Writing at the paragraph level</p> <p>Answering questions with factual information</p> <p>Giving and supporting opinions</p>	Brief paragraph on the first day of classes with personal information. See Suggested Activities Page	<p>NJCCCS - World Languages 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations</p>	First day of classes
Categorize errors made in writing and recognize repeated errors. Rewrite pieces of original writing, editing for grammar, spelling, and style	<p>Content: Conventions of grammar and spelling Writing style</p> <p>Skills: Editing.</p> <p>Recognizing repeated and/or patterns of errors</p> <p>Find correct grammar and/or spelling by using peers, text resources, and/or Internet research</p>	Writing portfolio cover page log and rewrites.	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>Career Ready Practices CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	During the year
Assess the students own writing process for strengths and weaknesses. Evaluate progress made in writing process during the year	<p>Content Conventions of grammar & spelling Writing style</p> <p>Skills: Self-evaluation</p> <p>Expressing and defending opinions</p>	Portfolio evaluation	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.</p>	1 lesson at end of year

			<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>	
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Unit 1 Overview	
Unit Title: Si, viaggiare (Il trasporto)	
<p>Unit Summary:</p> <p>This unit focuses on the importance of navigating the public transportation system in Italy while learning about the cars and driving while learning and the transportation system in Italy. Students learn vocabulary to describe cars and driving including various modes of public transportation. Structurally, this unit introduces students to the comparing and contrasting things using 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.</p>	
Suggested Pacing: 10 lessons/3 weeks	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • 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? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • 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	
<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>	

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

Alternative Assessment:

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	Pacing
Use vocabulary for car and driving and public transportation to express getting around	Content: Car and driving vocabulary Public transportation vocabulary Supplementary vocabulary Skills: Identify car and public transportation vocabulary in picture and audio prompts Describe public transportation taken in specific circumstances Complete a text with appropriate vocabulary Listen to a text to verify statements	Create original sentences using vocabulary Grammar and vocabulary in context quizzes Picture sequences Any combination of call and response, think/pair/share activities See Suggested Activities and Resources	NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	3 lessons
Compare and contrast using public transportation in Italy and the US Read and respond to a target language mini text about famous Italian cars	Content: <i>In Treno o in autobus?</i> <i>Ferrari: l'uomo e la macchina</i> Supplementary vocabulary Skills: Read a short text and identify key familiar terms to summarize Listen to audio of train station announcement Identify 5 difficult words students must define to understand the text	Write a short note to a friend traveling by train to Italy for the first time explaining necessary procedures Reading comprehension quiz true or false	NJCCCS - World Languages 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.	2 lessons

	www.wordreference.com Compare and contrast transportation procedures in the US and Italy			
Use comparatives and superlatives to compare and contrast people, transportation and daily activities	Content: Comparisons of equality Comparison of inequality Superlatives Review: prepositional contractions with "di" Skills: Express personal opinion about things Make comparison using picture and audio prompts Distinguish between relative and absolute superlatives to express personal opinions	Design a car of the future using comparisons to cars today Discuss advantages and disadvantages of various means of transportation using picture prompts Any combination of questions and response, think/pair/share activities See Suggested Activities and Resources	NJCCCS - World Languages 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	2 lessons
Read and respond to a target language mini text about the Vespa	Content: La Vespa Storia della Vespa Song: 50 special Lunapop Skills: Listen to a song to complete a cloze activity Read a text to identify key familiar terms to summarize the general meaning Read a text a second time to possibly identify additional details	Complete a cloze listening activity for the song 50 special Vocabulary in context quiz Analyze a song about the iconic Vespa	NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials. 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. 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.	3 lessons

Unit 2 Overview	
Unit Title: Si, viaggiare (In vacanza)	
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: 13 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	Pacing
Use travel vocabulary to talk about travel and tourism	Content: Vacation vocabulary, airport and hotel vocabulary Skills:	Write original sentences using vocabulary Listen to conversation to determine its location	NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	3 lessons

	<p>Identify hotel and airport vocabulary in picture and audio prompts</p> <p>Categorize vocabulary according to location</p>	<p>Any combination of question and response, think/pair/share activities See Suggested Activities and Resources</p>	<p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations</p>	
<p>Read and respond to a target language text regarding types of vacation lodging in Italy</p>	<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 - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	1 lesson
<p>Use the present conditional to express what would be done in</p>	<p>Content: Present conditional of regular and irregular verbs</p> <p>Review future tense stems</p> <p>Expressions al tuo/suo posto; fare meglio di conjunction “ma”</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 - World Languages 7.1.IM.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 in familiar and some unfamiliar situations 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	3 lessons
<p>Use the past conditional to talk about what would have happened in past situations</p>	<p>Content: Review of passato prossimo with avere/essere</p> <p>The past conditional Direct and indirect discourse verbs: ho detto, ho affermato</p> <p>Skills: Make predictions about situations in the past through visual and audio prompts</p> <p>Change statements from direct to indirect discourse</p>	<p>Short skit using (iPhone, Chromebook) digital tools</p> <p>Grammar /vocabulary in context quizzes</p> <p>Formulate questions</p> <p>Any combination of questions and response, think/pair/ share activities See Suggested Activities and Resources</p>	<p>NJCCCS - World Languages 7.1.IM.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 in familiar and some unfamiliar situations 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	3 lessons

Use volere, dovere, potere in the conditional to make polite requests and suggestions about traveling	<p>Content: Present and past conditional of dovere</p> <p>Review: Using avere or essere with modal verbs in the past tense</p> <p>Skills: 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 - World Languages 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	2 lessons
Read and respond to a target language text about the northern Italian city of Venice in	<p>Content: <i>Panorama: Venezia-Artigianato, storia, feste</i></p> <p>Venezia</p> <p>Mose a Venezia</p> <p>Skills: Read short text to identify key familiar terms to summarize meaning</p> <p>Select 5 difficult words from a text to define in order to comprehend the text</p> <p>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 - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IM.Synthesize information found in age- and level-appropriate culturally authentic materials.</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>	1 lesson

Unit 3 Overview

Unit Title: La Vita in città (In centro)

Unit Summary:

This unit will examine life in an Italian city. Students will learn vocabulary to describe key locations in the city with emphasis on asking for & giving directions. Structurally they will learn to use the

impersonal construction to request, or give information, instructions and permissions. Additionally, they will learn to create longer, more complex sentences using appropriate relative pronouns. Culturally, they will explore the significance of the “piazza” as the heartbeat and center of Italian life.

Suggested Pacing: 10 lessons/3 weeks

Learning Targets

Unit Essential Questions:

- How do I describe city life?
- How do I navigate getting around town by asking for and giving directions?
- How do I explain how one does various activities in town?
- What role does the “piazza” play in the life of Italians and how does it affect their view and quality of life?

Unit Enduring Understandings:

- Using impersonal sentences is often used to request and give information and instruction
- The “piazza” serves as a versatile heart of Italian cities and towns as both an economic and social center of Italian life
- 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 create a brochure extolling the virtues of their city or town while using the impersonal construction to describe what one can see and do there. They will add details by incorporating relative pronouns to create more complex descriptions learned in this unit.

Alternative Assessment: With a partner students will select an Italian city to visit and create and present a dialogue without a script. They will choose 3 interesting sites or locations in their chosen city/town explaining the importance of the locations and explain how to reach the destinations from their arrival at the train station or nearest airport.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use city vocabulary to describe downtown, people and places to describe parts of the city and what to do there	<p>Content: City vocabulary, vocabulary describing people who work in the city, prepositions of place to describe directions in the city</p> <p>Skills: Identify different images, places and things in the city in the target language</p> <p>Recognize new vocabulary in short audio segments</p> <p>Define key locations in the city in the target language</p>	<p>Listen to brief conversations to assess the correct location of given tasks in the city</p> <p>Listen to complete “cloze” activities using vocabulary describing directions</p> <p>Any combination of call and response, think/pair/share activities. See Suggested Activities and Resources</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations</p>	3 lessons
Read and respond to a target language mini texts regarding the role of the “piazza” in the city of Urbino	<p>Content: “<i>Ci vediamo in piazza</i>” “<i>Urbino: la citta ideale</i>” La piazza</p> <p>Skills: Make predictions about a text based on a title based on photos</p> <p>Read a short text and identify key familiar terms to summarize the general meaning</p> <p>Read the text a second time to identify new unfamiliar terms to extract additional details</p>	<p>Reading Comprehension questions based on the text found in Sentieri</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	1 lesson
Use the si impersonale and the si passivante to describe what unspecified people in general might do in given situation to request or give information or instructions	<p>Content: “Si” used with the third person singular & plural verb form Ci si with impersonal construction with reflexive verbs noun/number agreement with verbs</p> <p>Skills Transform ideas from active to passive using the “si passivante”</p> <p>Listen to an audio to distinguish between the use of the si impersonale or the passive si</p> <p>Listen to an audio to select the correct response</p>	<p>Any combination of call and response, think/pair/share activities. See Suggested Activities and Resources</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	2 lessons

	Describe what actions are done in various locations in town with given prompts			
Apply listening comprehension strategies to a short video commercial about open air markets in the Emilia-Romagna region	<p>Content: Video: "Il mercato di Cesano"</p> <p>Skills: Make predictions about a video/audio in the target language based on visual cues</p> <p>Listen to an audio to identify key familiar terms to summarize the general meaning</p> <p>Listen to the audio a second time to identify 4 difficult unfamiliar terms to be defined to understand the general ideas</p>	<p>Various comprehension activities from Sentieri</p> <p>Create a 50 words summary of the video</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>Career Ready Practices CRP4. Communicate clearly and effectively and with reason.</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>	1 lesson
Use relative pronouns to create longer more complex sentences to describe people, places and things	<p>Content: Relative pronouns che, cui, quello/quel che</p> <p>Skills: Use relative pronouns to give detailed description</p> <p>Listen to identify the correct relative pronoun</p> <p>Transform two short sentences into one longer sentences using appropriate relative pronouns</p> <p>Interpret short audios to select sentence completions</p>	<p>Any combination of call and response, think/pair/share activities. See Suggested Activities and Resources</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	3 lessons

Unit 4 Overview

Unit Title: La vita in città (Le commissioni)

Unit Summary:

This brief unit continues to explore life in the city with an emphasis on more places and businesses in town. Student will learn how to run errands and conduct banking errands. Students will learn how to use indefinite pronouns while reviewing indefinite adjectives. Students will learn some new

expressions to convey a greater variety of negative meanings. Additionally, an examination of the Italian viewpoint toward spending and managing money.

Suggested Pacing: 13 lessons/4 weeks

Learning Targets

Unit Essential Questions:

- How do I receive services at the post office and the bank?
- What are some Italian beliefs about managing money?
- What do Italians spend their money on?
- How does an Italian newsstand differ from an American newsstand??

Unit Enduring Understandings:

- How Italians spend money is based on the Italian lifestyle and attitude toward money.
- The typical Italian newsstand offers many different services unavailable in America.
- Comprehension of a text or audio does not necessarily mean understanding every word
- Circumlocution is vital when communicating in a different 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:

Oral Assessment: Students will role play a dialogue without scripts explaining various errands that need to be done on a Saturday. They will decide who will run the errands and state what they are and are not willing to do. Students should demonstrate control of the grammar and vocabulary studied in this unit.

Written Assessment:

Students will create a new store in their town. The store should be an original place that doesn't already exist in town. Students should prepare a detailed description explaining the services offered, hours of operation, explaining how it will be different than other businesses, products offered and why students should come. Students will vote on the best business idea giving reasons for their choice. Students should demonstrate control of the grammar and vocabulary studied in this unit.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use bank & post office vocabulary to describe errands	Content: Activities done while running errands Banking vocabulary Activities done at the beauty salon and stationery store Skills:	Any combination of call and response, think/pair/share activities. See Suggested Activities and Resources Grammar and vocabulary quizzes Picture prompts	NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	3 lessons

	<p>Identify activities done at the bank, post office, beauty salon and stationery store</p> <p>Listen to short conversation to determine the location of the activity</p> <p>Recognize new vocabulary in both short and longer audio segments</p>		<p>7.1.IM.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 in familiar and some unfamiliar situations</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations</p>	
Use indefinite pronouns to replace nouns representing unspecified things or people	<p>Content: Indefinite pronouns alcuni, molti, ognuno, alto, poco Review of noun-adjective agreement</p> <p>Skills: Use indefinite pronouns properly to describe unspecified things or people depending on the context</p> <p>Distinguish between indefinite adjectives and pronouns based on context</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing using communication act 5 & 6 in Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	2 lessons
Apply reading comprehension strategies to a target language text describing Italians method of paying for services and online spending habits	<p>Content: Lettura : <i>Contanti o carta di credito?</i></p> <p>Skills: Make predictions about a text based on the title</p> <p>Read a text to identify key familiar terms to summarize the general meaning</p> <p>Analyze the results of a survey to describe similarities between a text and our own belief system</p> <p>Research major Italian banks</p>	<p>Write a summary of Italians online spending habits and compare to American spending habits</p> <p>Reading comprehension activities Act 1 in Suggested Activities and Resources</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	1 lesson
Use idiomatic expressions to convey negative meanings	<p>Content: Negative expressions non...affatto/neanche/nemmeno/niente/né...né/nessuno Qualcosa di +adjective Qualcosa da + infinitive</p> <p>Skills: Using negative expressions correctly to contradict statements</p> <p>Interpret short texts and audios using negative expressions to disagree with someone</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing used in Act 5 in Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	1 lesson

Read and respond to a target language text about 3 central regions of Italy regarding festivals, crafts, history and architecture	<p>Content: <i>L'Italia centrale: Marche, Umbria, Lazio</i> <i>La civiltà etrusca</i> <i>L'artigianato</i> <i>L'architettura</i></p> <p>Skills: Make predictions about a text based on titles and subtitles and/or photos</p> <p>Read and identify key, familiar terms to summarize the general meaning</p> <p>Read text a second time to identify additional new vocabulary and information</p>	<p>Any combination of call and response, think/pair/share activities</p> <p>Jeopardy game</p> <p>Reading comprehension activities. See Suggested Activities and Resources</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	3 lessons
Prepare and give an oral presentation about a cultural aspect of the central regions of Italy	<p>Content: Vocabulary for describing images, festivals, crafts, history and architecture Past tenses: passato prossimo and imperfetto</p> <p>Skills: Find factual information through internet research Form long descriptions of a place and its history State and defend an opinion about aspects of a region of Italy</p>	<p>Oral presentation. See Suggested Resources and Activities</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>CPR 7 Employ valuable & reliable research strategies</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>	3 classes

Unit 5 Overview

Unit Title: Lo spirito creativo (Lo spettacolo)

Unit Summary:

This unit focuses on the performing arts. Students will practice talking about the performing arts, theater and music of Italy, specifically, lyric opera, the commedia dell'arte and popular music. Students will learn the pattern for using infinitives with various prepositions. They will also learn non-standard noun forms in both singular and plural forms.

Suggested Pacing: 13 lessons/3-4 weeks

Learning Targets

Unit Essential Questions:

- What are “stock characters” in the Commedia dell’arte?
- How can I describe shows and music?
- How does Italian lyric opera serve as a precursor to American musical theater?
- How can I recognize patterns of non-standard noun forms?

Unit Enduring Understandings:

- The “Commedia dell’arte” plays an important role in the development of modern theater.
- Lyric opera as an original form of theatrical expression has evolved.
- Some verbs require prepositions before infinitives
- Non-standard noun forms follow a predictable recognizable pattern.

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 and oral Assessment:

In groups of 3 or 4 students will write an original scene using stock characters of the Commedia dell’arte. Each student will select a different character to portray in the scene. They must show the correct relationships, attributes, movements, status and plot functions of the selected characters. They must include unit vocabulary and grammar.

Oral Assessment:

Students should prepare an interview between a journalist and a famous Italian popular singer in groups of 2 or 3 to perform without scripts in front of the class. The interview should include:

- An appropriate introduction by the TV journalist
- A series of questions and answers regarding their life story, how they began their musical career and how they feel about their latest recordings using unit vocabulary and grammar
- An appropriate conclusion to the interview wishing them continued success.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use verbs followed by a preposition before infinitives	Content: Two verb constructions with prepositions “a” or “di”	Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing as in Act	NJCCCS - World Languages 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily	2 lessons

	<p>Idiomatic usage of “fare” & lasciare with infinitives in present and past tenses Object pronouns used with infinitive constructions</p> <p>Skills: Use the correct prepositions with infinitives to describe what people do or did</p> <p>Use “fare” with infinitives to describe what someone makes someone else do</p> <p>Use “lasciare” with infinitives to describe what someone lets someone else do</p>	<p>3, 5 on the Suggested Activities and Resources page</p> <p>Grammar and/or vocabulary quizzes Picture prompts</p>	<p>activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	
<p>Apply listening comprehension strategies to short video regarding the Commedia dell'arte to examine stock characters.</p>	<p>Content: Sentieri video “ I sogni son desideri” Theater vocabulary Maschere of the Commedia dell'arte Storia della Commedia dell'arte Youtube La commedia dell'arte Ted talks Commedia dell'arte</p> <p>Skills: Make predictions about video/audio based on the title of the episode</p> <p>Listen to an audio to identify key familiar terms to summarize the general meaning</p> <p>Listen to an audio a second time to identify additional details</p> <p>Listen to the audio while reading the transcript to further train the ear</p>	<p>Create an original scene using the characters of the commedia dell'arte characters using the vocabulary and grammar of the unit. See Suggested activities and resources</p>	<p>NJCCCS - World Languages 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRPs CPR 7 Employ valuable & reliable research strategies</p>	4 lessons
<p>Use non-standard noun form correctly</p>	<p>Content: Non-standard nouns ending in -ma Nouns of professions ending in -ista Non-standard nouns in the plural</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing as in Act 3, 4 as in Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes Picture prompts</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	2 lessons

Use music vocabulary to describe types of music, musicians, shows and concerts	<p>Content: Vocabulary for music, musical instruments and performing arts Vocabulary for the opera</p> <p>Skills: Identify different images</p> <p>Recognize new vocabulary in short audio segments</p> <p>State and defend opinions regarding popular and traditional Italian music.</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing as in Act 1, 2, 3 as in Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2 lessons
Read and respond to target language mini-texts regarding the opera and popular Italian singers	<p>Content: <i>"Opera e affini"</i> <i>"Io canto...Laura Pausini"</i> In assenza di te Festival di San Remo 2015 Vincitore 2015 - Il Volo</p> <p>Skills: Make predictions about a text based on the title, subtitle or photos</p> <p>Read a short text and identify key familiar terms to summarize the general meaning</p>	<p>Reading comprehension questions and activities based on each text found in Sentieri. See Activities 1, 2, 3 on the Suggested Activities and Resources page</p> <p>Cloze activities. See Suggested Activities and Resources</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</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>	3 lessons

Unit 6 Overview
Unit Title: Lo spirito creativo (Le arti)
<p>Unit Summary:</p> <p>This unit continues to explore the arts with emphasis on reading comprehension and cultural knowledge as students read short texts about famous artists, works of art and art museums in Italy. They will explore the city of Florence as the cradle of the Renaissance and the art world. Structurally, students practice art vocabulary and the present progressive tense to create and interpret descriptions of paintings while using the past tense to explain biographical information about Italian artists.</p>
Suggested Pacing: 4 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> How do I describe biographical information in the past?

- How can I describe pictures and images that I see?
- What strategies can I use to read & comprehend a target language text?
- Who are famous Italian artists and what are their famous works?
- How is did the Renaissance influence famous artists and their masterpieces?

Unit Enduring Understandings:

- Italy has produced many artists & sculptors.
- Many artistic movements began in the city of Florence.
- The Renaissance produced ideas leading to important artistic movements.
- Michelangelo and DaVinci are not the only Italian Renaissance artists
- Comprehension of a text or audio 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:

Oral and Written Assessment

Students must develop an oral presentation providing biographical information about an Italian artist while describing and evaluating a work of art by the selected artist. In addition students should listen to an audio describing two works of art, then read a text about those works, and write a comparison of the two. This should include unit vocabulary and grammar.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use vocabulary for the fine arts, painting and various media to describe works of art	<p>Content: Painting and art supply vocabulary Vocabulary to describe artistic movements Vocabulary describing artistic influence</p> <p>Skills: Identify different images, types of media, colors, geometric shapes, artistic styles in the target language</p> <p>Express & defend opinions regarding various art forms</p>	Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing as in Act 2, 3, 4 on the Suggested Activities and Resources	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations</p>	3 lessons

	Recognize new vocabulary in short audio & readings			
Read and respond to a target language mini text regarding Renaissance artists and architects from Florence	<p>Content: <i>"La Culla de'arte"</i> <i>Musei e curiosità</i> <i>Brunelleschi's dome</i></p> <p>Youtube: La cupola di Brunelleschi</p> <p>Architettura La Cupola di S. Maria del Fiore</p> <p>Skills: Make predictions about a text based on the title, subtitle or photos</p> <p>Read a short ext & identify key familiar terms to summarize the general meaning</p> <p>Identify additional details in short reading through unfamiliar terms</p>	<p>Any combination of call and response, think/pair/share activities</p> <p>Reading comprehension activities</p> <p>Jeopardy game</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations</p>	2 lessons
Use the present progressive tense to describe an action that is or was in progress to describe a work of art	<p>Content: Formation of the gerund of regular -are, -ere and -ire verbs Irregular gerund forms of bere, fare, dire and tradurre Placement of object pronouns with the progressive tense Verb "stare" in present and imperfect tense</p> <p>Skills: Use the correct forms of the present and past progressive tenses to describe what people and things are or were doing</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing using Act 5 on the Suggested Activities and Resources Page</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	2 lessons
Use suffixes to convey idiomatic meaning to describe things and people	<p>Content: Suffixes -ino, -ello, -etto, -uccio to convey smallness Suffixe -one/a to express largeness or importance Suffixes -accio/a to convey pejorative or disparaging connotation</p> <p>Skills: Use correct common altered nouns & adjectives to convey additional description</p>	<p>Any combination of call and response, think/pair/share activities, conversations and/or short pieces of writing using Act 3, 4, 5 on the Suggested Activities and Resources</p> <p>Grammar and/or vocabulary quizzes</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations</p>	1 lesson
Apply reading comprehension strategies to longer target language reading about Florence	<p>Content: <i>"Il Rinascimento"</i> <i>"L'Artigianato: una carta speciale"</i></p>	<p>Reading comprehension activities in Sentieri in Suggested Activities and Resources</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written</p>	3 lessons

	<p><i>“La storia “ una famiglia potente”</i> <i>“ Porto vecchio”</i></p> <p>Skills: Make predictions about a text based on the title and subtitle</p> <p>Read a text & identify key, familiar terms to summarize the general meaning</p> <p>Identify unfamiliar terms to further clarify meaning of a text using online resources</p> <p>Word Reference</p>	Any combination of call and response, think/pair/share activities	<p>descriptions of people, places, objects, and daily activities. 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Plan and present an oral presentation on an Italian artist incorporating unit grammar and vocabulary	<p>Content: Vocabulary for describing art,, images, works of art and biographical information The two past tenses</p> <p>Skills: Find factual information through Internet research</p> <p>Form sentence-long descriptions of an artist’s life and descriptions of his a work of art</p> <p>State and defend opinions about a work of art</p>	Unit benchmark assessment	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations</p> <p>CPR 7 Employ valuable & reliable research strategies</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>	