

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

COLUMBIA MIDDLE SCHOOL
GOVERNOR LIVINGSTON HIGH SCHOOL
WORLD LANGUAGES DEPARTMENT

ITALIAN 1/1H
Course # WLY 1211/WLY 1221

Curriculum Guide

Date: August 2022

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP)

Approved by the Berkeley Heights Board of Education
at the regular meeting held on August 11, 2022.

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VISION STATEMENT

As citizens of the 21st century, World Language students in the Berkeley Heights Schools are entering into a dynamic society in which knowledge of other cultures and viewpoints learned through systematic language study is critical to success across multiple disciplines and fields of employment. The advancement of technology has only amplified the critical need for the skills and understanding offered by World Language study.

According to the American Council on the Teaching of Foreign Language: "language and communication are at the heart of the human experience." Language programs beginning at Elementary level and continuing through Columbia Middle School and Governor Livingston High School will focus on helping students acquire and build skills in linguistic and cultural proficiency.

Our vision is that students will gain a firm foundation to support acquisition and progress naturally through the various NJSLS proficiency levels. Students will achieve second language proficiency in three modes of communication: interpersonal, intrapersonal, and presentational. By incorporating College Board Advanced Placement language themes and standards into the curriculum, students will be held to a level of rigor which will prepare them for success throughout their entire language careers.

MISSION STATEMENT

Acquiring a second language involves a progression of activities, from comprehensible input of authentic language through guided and/or structured activities, to comprehensible expressive output. In order to facilitate a continuous learning process, vocabulary, grammatical structure, and expressions are re-entered and spiraled throughout the program. A variety of strategies, which target different learning styles and multiple intelligences, addresses the various needs of the wide-range of students. The overall goal is to have students participate actively in the learning experience and to be able to use the target language for meaningful communication.

The mission of the Berkeley Heights Public School System is to provide a proficiency-based curriculum which integrates the language functions, context and linguistic forms so that students will become bilingual and will be able to function in the target language. The Italian 4 program will continue to build on the Italian 1, 2, and 3 curriculum and will help students satisfy possible college language requirements as well as develop higher level thinking skills, inquiry skills, and creative thinking which are transferable across disciplines.

COURSE PROFICIENCIES

COURSE OBJECTIVES

All students will be able to use a world language in addition to English 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. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

STUDENT PROFICIENCIES

Students in Italian 4 will achieve proficiency at the Intermediate Low and Intermediate Mid levels in the three modes of communication described below.

- A. **Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."
- B. **Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).
- C. **Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or web page, creating and posting a podcast or video cast, and writing an article for a newspaper.

The Novice Mid Learner:

- 1. understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to the text.
- 2. understands and communicates at the word level and can use memorized words and phrases independently to respond to learned questions, ask memorized questions, state needs and preferences and describe people, places, and things.
- 3. understands and communicates at the word level and can use memorized words and phrases independently to make lists, state needs, and preferences, and describe people, places, and things.

D. The Novice High Learner:

- 1. has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of unfamiliar words when used in familiar contexts.

2. has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to ask and answer questions related to everyday life, handle simple transactions related to everyday life, initiate,
 - c. maintain, and end a conversation, ask for and give permission, express needs, give reasons, request, suggest and make arrangements, extend, accept, and decline an invitation. And express an opinion and preference.
 - d. has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to handle simple transactions related to everyday life, express needs, give reasons, express an opinion and preference, and request and suggest.

METHODS OF EVALUATION

1. Teacher observation/questioning/monitoring
2. Teacher developed tests, quizzes and exams
3. Student self-assessment and self-evaluation
4. Homework assignments
5. Labwork
6. Research papers
7. Integrated performance assessments
8. Interpersonal speaking/reading assessments including but not limited to:
 - a. Role plays
 - b. Skits
 - c. Dialogues
 - d. Interviews
9. Intrapersonal communication assessments including but not limited to:
 - a. Listening comprehension activities
 - b. Interpretation of authentic audio and video clips
 - c. Interpretation of authentic texts i.e. books, comics, newspapers, magazines
 - d. Teacher directed interviews
10. Presentational communication assessments including but not limited to:
 - a. Podcasts
 - b. Presentations
 - c. Skits
 - d. Multimedia rich presentations
 - e. Writing assignments i.e. newspaper entry, opinion pieces, etc.

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning

- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities

- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks

- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions

- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
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- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Examples of how these concepts and principles are infused into this curriculum include:

- **Spotlight Reports:** students share monthly news/reports about current and past STEM leaders and their contribution to the field - Ongoing
- **Discussion of Stephen Hawking** - Unit 9: Modern Physics

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning
- **AM** - Learning associated with Amistad
- **HG** - Learning associated with Holocaust and Genocide
- **SEL** - Social-Emotional Learning

- L+ - Learning associated with LGBTQ+ and Neurodiverse communities
- AAPI - Asian American and Pacific Islanders
- CC - Climate Change

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts \(ELA\) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Standards and/or activities addressed in this curriculum includes:

- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

Components of this are tagged throughout the curriculum as appropriate: CC - Climate Change.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

2020 NJSL - Career Readiness, Life Literacies, and Key Skills Practices	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

Pacing Guide

Unit Number	Unit Title	Suggested Pacing In weeks
1a	Capitolo preliminare - Primo incontro	4
1b	Capitolo 1 - La città'	6
2	Capitolo 2 - Persone e personalita'	4
3	Capitolo 3 - All'universita'	6
4	Capitolo 4 - A tavola	6
5	Capitolo 5 - Tempi Moderni	5
6	Capitolo 6 - La famiglia	5

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Unit 1a: Capitolo preliminare - Primo incontro

Duration: 4 weeks

Overview: In this unit, students will explore Italian pronunciation, syllabication, cognates, intonation, stress, everyday expressions and basic classroom questions. Students will also learn greetings and salutations through different learning modalities.

Standards: 7.1.NM.IPRET.1-6; 7.1.NM.IPERS.1-6; 7.1 7.1.NM.PRSNT.1-6

Career Readiness, Life Literacies, and Key Skills: 9.4.12.CT.1; 9.4.12.CT.3; 9.4.12.CT.3; 9.4.12.DC.1; 9.4.12.DC.2; 9.4.12.DC.4; 9.4.12.DC.6; 9.4.12.GCA.1; 9.4.12.GCA.2; 9.4.12.IML.1; 9.4.12.IML.2; 9.4.12.IML.6; 9.4.12.IML.9; 9.4.12.IML.10

CLKS: P1, P2, P3, P4, P5, P6, P7, P8, P9

Cross-Curricular: NJLSA R 1,2,4-10; RL 9-10 1-10; RI 9-10 1-10; NJLSA W 1-10; W 9-10 1A-E, 2A-F, 3A-E,4,5,6,7,8,9A-B,10; NJLSA SL 1-6; SL 9-10 1A-D, 2-6; NJLSA L 1-6; L 9-10 1A-B,2A-C,3A,4A-D,5A-B,6, **DEI** **SEL**

Essential questions:

- Why study Italian?
- What benefits would one have knowing another language? **SEL**
- How are Italian pronunciation and sounds different from English?
- How many letters does the Italian alphabet have compared to English?
- What are double consonants?
- Spell vocabulary words in Italian.
- How do you greet others, introduce yourself and say goodbye in Italian? **SEL**
- How do you exchange personal information and ask about one's well-being? **SEL**
- Give phone number, email address, date and time.

Honors:

- Why is language learning defined as an ongoing process based on the mastery of a sequence of skills acquired in a variety of settings? **SEL**
- How is language learning cumulative? **SEL**
- When does a person attain fluency in a foreign language? **DEI**
- What are some cultural similarities and differences between the USA and Italy? **DEI**
- If the official Italian language is spoken in all 20 Italian regions, when are dialects spoken and why? **DEI**

- When spelling out names, typically, Italian cities are used to clarify each letter. What are the differences between Italian and American spelling?
- What is the function of double consonants in Italian?
- How do Italians typically greet one another in a familiar setting?
- What do Italians do to greet one another in a business setting?
- How is contemporary life influenced by culture, traditions and regional customs? SEL/ DEI / L+

Student Learning Objectives:

Students will know and be able to...

- Compare and contrast Italian pronunciation vs. English.
- Learn the Italian alphabet.
- Compare and contrast classroom commands and expressions in Italian and English.
- Introduce themselves to a new classmate. DEI
- Learn numbers from 0 to 49.
- Identify the days of the week.

Honors:

- Understand greetings and salutations in Italian and when to use them.
- Apply the rules and pronunciation of the consonants C/G > C/G/Q.
- Recognize and use Italian nouns, adjectives and verbs that look and sound like English due to their common origin (cognates).
- Comprehend the origins of the Italian language and dialects.
- Why have so many English technology terms become a part of the Italian everyday language? (computer, mouse, laptop, etc.)

Possible activities:

- Quizlet Flashcards
- Online matching, concentration, fill in the blanks
- Skits
- Picture prompts
- Listening and Reading
- Writing and Speaking

Unit 1b: Capitolo 1 - La città'

Duration: 6 weeks

Overview: In this unit, students will learn about a city's main *piazza* (square). They will also learn how to conjugate the irregular verb ESSERE, in the Indicative Mood, Present Tense, comprehend the names of an Italian city's square main buildings (*chiesa, banca, scuola, mercato*, etc) and how to locate them on a city map by asking directions in the target

language.

Standards: 7.1.NM.IPRET.1-6; 7.1.NM.IPERS.1-6; 7.1 7.1.NM.PRSNT.1-6

Career Readiness, Life Literacies, and Key Skills: 9.4.12.CT.1; 9.4.12.CT.3; 9.4.12.CT.3;
9.4.12.DC.1; 9.4.12.DC.2; 9.4.12.DC.4; 9.4.12.DC.6; 9.4.12.GCA.1; 9.4.12.GCA.2;
9.4.12.IML.1; 9.4.12.IML.2; 9.4.12.IML.6; 9.4.12.IML.9; 9.4.12.IML.10

CLKS: P1, P2, P3, P4, P5, P6, P7, P8, P9

Cross-Curricular: NJLSA R 1,2,4-10; RL 9-10 1-10; RI 9-10 1-10; NJLSA W 1-10; W 9-10
1A-E, 2A-F, 3A-E,4,5,6,7,8,9A-B,10; NJLSA SL 1-6; SL 9-10 1A-D, 2-6; NJLSA L 1-6; L
9-10 1A-B,2A-C,3A,4A-D,5A-B,6, **DEI SEL CC**

Essential questions:

- What are the differences and similarities between an Italian and an American city? **SEL CC**
- Can you describe your place of residence? **CC**
- What buildings are in a typical Italian city? Houses, apartments, or both?
- Compare and contrast the shops in a typical Italian *piazza* to those typically found in an American center of town. **SEL DEI**

Honors:

- How do you exchange personal information and ask about one's well-being? **SEL**
- Ask and answer questions about buildings in your *piazza* or center of town. **CC**
- How can students build a solid language foundation using vocabulary in Unit 1?
- Can students build a reading foundation by predicting content through visual cues?
- Is writing a blog the best way to improve a student's writing skills?
- How do students begin to write a blog in a foreign language? (Brainstorming, organizing, writing a first draft, peer editing, final copy and sharing it). **SEL DEI**
- Why are Italian *piazze* considered the focal point of Italian culture? **DEI**

Student Learning Objectives:

Students will know and be able to...

- Ask and give directions to different places in a city.
- Ask questions about people and places.
- Conjugate the present tense of the helping verb ESSERE (to be) with their subject pronouns.
- Identify nouns and proper nouns.
- Compare and contrast definite and indefinite articles.
- **Honors:**
- Understand how to use the verb ESSERE in interrogative and negative sentences.

- Identify several interrogative words and use them in sentences.
- Evaluate a new trend that has emerged in many historic city-centers in Italy.
- Listen to and understand an article about how Italy is divided geographically and politically.
- Watch a segment of the video *Gli Italiani* and take turns asking each other questions like : *Come ti chiami?, Dove abiti? Di dove sei? Cosa c'e' nella tua citta'?*

Possible activities

- Online review games (Quizlet, Kahoot)
- Translations
- *Conjuguemos* for all verb conjugations
- Role play
- Crossword puzzles
- Word searches
- Matching activities
- Concentration
- Picture prompts

Le regioni d'Italia: *il Piemonte*

Unit 2: Capitolo 2 - Persone e personalita'

Duration: 4 weeks

Overview: In this unit, students will explore physical descriptions and emotional qualities (grasso, magro, contento, triste, etc) through the use of newly developed learning strategies.

They will also learn to conjugate the irregular verb *AVERE* (to have) in the Indicative Mood, Present Tense.

Standards: 7.1.NM.IPRET.1-6; 7.1.NM.IPERS.1-6; 7.1 7.1.NM.PRSNT.1-6

Career Readiness, Life Literacies, and Key Skills: 9.4.12.CT.1; 9.4.12.CT.3; 9.4.12.CT.3; 9.4.12.DC.1; 9.4.12.DC.2; 9.4.12.DC.4; 9.4.12.DC.6; 9.4.12.GCA.1; 9.4.12.GCA.2; 9.4.12.IML.1; 9.4.12.IML.2; 9.4.12.IML.6; 9.4.12.IML.9; 9.4.12.IML.10

CLKS: P1, P2, P3, P4, P5, P6, P7, P8, P9

Cross-Curricular: NJLSA R 1,2,4-10; RL 9-10 1-10; RI 9-10 1-10; NJLSA W 1-10; W 9-10 1A-E, 2A-F, 3A-E,4,5,6,7,8,9A-B,10; NJLSA SL 1-6; SL 9-10 1A-D, 2-6; NJLSA L 1-6; L 9-10 1A-B,2A-C,3A,4A-D,5A-B,6, **DEI SEL.CC**

Essential questions:

- How do we describe people?
- Which adjectives do we use?
- Why does Italian grammar have a gender and a number assigned to each adjective? **SEL DEI L+**
- Can you describe yourself physically?
- How would you describe your personality traits in Italian?

Honors:

- Why is it important to know how to describe another person in a foreign language? **DEI**
- How do you describe yourself and others in a TL Italian conversation?
- Can you describe the personality traits of your siblings?
- How do masculine adjectives differ from feminine ones? **L+**
- What important message do you convey to an Italian speaker when you are able to use correct vocabulary and grammar in describing yourself? **SEL**

Student Learning Objectives:

Students will know and be able to...

- Compare and contrast how number and gender are used with adjectives in Italian.
- Review the present tense of ESSERE and AVERE.
- Talk about physical characteristics using Italian adjectives.
- Talk about the importance of simple prepositions.
- Describe how and when to use contracted prepositions.

Honors:

- Understand the differences and similarities between Italian and English adjectives.
- Compare and contrast gender and numbers rules for Italian nouns and adjectives.
- Improve your Italian listening skills using the textbook's videos and taped dialogues.
- Understand what are idiomatic expressions with the verb AVERE, in Italian.
- Comprehend how you can name parts of your body to tell a nurse/doctor what hurts.

Possible activities:

- Cultural comparison
- Role play
- Email exchange
- Picture prompts
- Persuasive essay

Le regioni d'Italia: la Valle d'Aosta