

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

Italian 3/3H

Length of Course: Term

Elective/Required: Elective

Schools: High Schools

Eligibility: Grades 11-12

Credit Value: 5 credits

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TABLE OF CONTENTS

Statement of Purpose.....	3
Philosophy.....	4
New Jersey Core Curriculum Standards	5
Course Content Outline	15
Thematic Units by Course	16
II. <u>APPENDICES</u>	
A. World Languages Program Sequence.....	29
B. Sample Texts for Italian	32
C. Lesson Planning.....	33
D. Technology.....	35
E. Grouping Procedures.....	36
F. Optional Activities and Application Activities.....	41
G. Enrichment Activities.....	42
H. Methodology.....	43

Modifications will be made to accommodate IEP mandates for classified students.

WORLD LANGUAGES PROGRAM

STATEMENT OF PURPOSE

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

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DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to **communication**. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational and interpersonal modes.
2. The study of another languages leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.
3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.
4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

New Jersey Core Curriculum Content Standard for World Languages

INTRODUCTION

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Proficiency Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

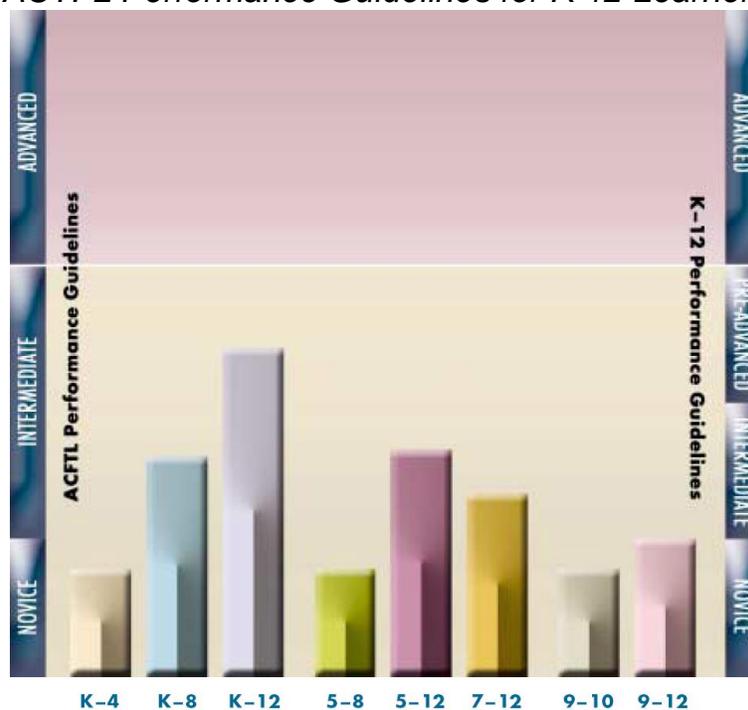
- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.
- **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.
- **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.
- **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.
- **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.
- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

A Note About Preschool Learners: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards.

ACTFL Anticipated Performance Outcomes

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the *ACTFL Performance Guidelines for K-12 Learners*



Philosophy and Goals

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

Revised Standard

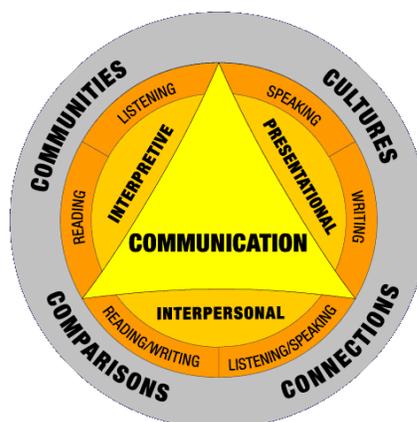
The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.
- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, Policy, Assessment, and Professional Development: Results from a Statewide Study.) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.

- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21st Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Languages Standard

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.



The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

View two videos (#12 and #30) that illustrate the integration of the five Cs.

Three Strands

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

Strand A reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).
- Click Wisconsin Project: Modes of Communication.

Strand B reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).
- Click Wisconsin Project: Modes of Communication.

Strand C reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, 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 include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3)
- Click Wisconsin Project: Modes of Communication.

The Role of Grammar in the World Languages Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; other tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

Education in World Languages: Advocacy and Resources

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials.
- The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- An Annotated Glossary With Resources, instructions for How To Select Culturally Authentic Materials Based On Proficiency Level, and a World Languages Performance-Level Descriptors Table were designed in connection with the World Languages standard to support implementation of world languages instruction.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the New Jersey Department of Education World Languages homepage.
- The state language organization—Foreign Language Educators of New Jersey (FLENJ)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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WORLD LANGUAGES

PROGRAM OBJECTIVES

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three **communicative modes** that place primary emphasis on the context and purpose of the communication. The three modes are:

- ***The Interpretive Mode:*** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."
- ***The Interpersonal Mode:*** Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
- ***The Presentational Mode:*** 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 personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

COURSE CONTENT OUTLINE

Course Introduction

WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying Italian.

A portion of the first class period would be well-spent in discussing the topic, “Why Study a Foreign Language?” The following objectives should be included in the discussion:

- To acquire the ability to communicate in another language
- To gain insight into the nature of the language and how it functions
- To understand and appreciate the cultural heritage and contemporary life/customs of the speakers of another language
- To overcome monolingual and monocultural provincialism
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Students may also have personal reasons for studying a foreign language, e.g., a family member who speaks Italian.

Italian is a language of vital cultural, commercial and political importance. It is one of the top five economies in the world. Knowing the beautiful language of Italian opens doors to professions in the culinary, tourism and hospitality. Italy is a world leader in interior design, fashion, furniture production, and graphic design. Knowing Italian places you in a position to explore Italy's influential past and gain knowledge about its history and current events.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery. A modern foreign language course is very different from any other subject in the school's curriculum.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.

Unit 1: Che cosa hanno fatto?

Targeted Standards: 7.1 WORLD LANGUAGES: 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

Unit Objectives/Conceptual Understandings:

Students will understand the similarities and differences between their routines and their classmates routines.
 Students will understand how to communicate and exchange information about themselves.

Essential Questions:

How does one express their daily routine in the past tense?
 How is ones daily routine different and similar from their classmates?

Unit Assessment: In an IPA, students will describe, ask/respond and interpret information about their daily routine and the daily routine of their classmates in target culture and home culture.

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted	Themes associated with daily routine. Vocabulary pertaining to their daily routine. (Activities, objects, places, etc) Adjectives describing their daily routine. (boring, annoying, stressful, etc) How to use expressions of time describe events. (this morning, last year, last night, a year ago) Idiomatic expressions using avere in the present and past tense.	Describe events that happened throughout your day. Use expressions for reflexive actions both in the present and past tense. Describe locations visited throughout the day. Answer interview questions from teacher or students using the past tense. Ask and answer questions using idiomatic expressions with avere Discuss what they did in the past in contrast to what they	Present vocabulary using TPR, visual aides and power point Dialog/ skits (Extended activity for honors: Participate in a role-play/dialogue activity utilizing key vocabulary associated with proficiency without preparation) Info. Gap activities Surveys - students reflect on survey question (i.e. What time did you wake up this morning? Where did you go after school?)- survey others - write summary sentences (i.e. 4 people went to the gym/ 8	Ongoing: Interpretive reading and listening Interpersonal dialogues Presentational writing and speaking Oral and written quizzes and tests Dialog/skits Role playing activity (TPR) Projects Homework assignments

Unit 1: Che cosa hanno fatto? (cont.)

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
<p>themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Grammar: Regular Verbs in present tense.</p> <p>Irregular verbs in present tense. (dovere, volere, potere)</p> <p>Verbs pertaining to daily routine (Present and present perfect tense)</p> <p>Present Perfect tense. (Regular and Irregular verbs)</p> <p>Avere and Essere-“The house of Essere”</p>	<p>do now.</p> <p>Write and discuss about their daily routine.</p> <p>Ask and answer questions about their daily routine.</p> <p>Use dovere, volere and potere when expressing needs for certain items to complete various activities.</p>	<p>woke up at 6:30)</p> <p>Listen to songs to learn new vocabulary and identify the present perfect tense.</p> <p>Engage in vocabulary/grammar games to practice verb endings. (Extended activity for honors: Create a review game for the class using previously learned information)</p> <p>Interpretive activities and tasks -share information in interpersonal groups. (Extended activity for honors: Longer and more detailed interpretive tasks)</p> <p>Write a 3-5 sentence journal describing what they did the day before. (Extended activity for honors: Write 5-8 sentence journal)</p> <p>Create and present a comic strip about their daily routine. (Extended activity for honors: Create the daily routine for someone else)</p> <p>Create a TPR story about what activities they did throughout the day. (Presentational/speaking) (Extended activity for honors: More detailed TPR story)</p>	<p>Class participation</p>

Unit 1: Che cosa hanno fatto? (cont.)

		Core Content		Instructional Activities	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points	
			Create a poster with <i>volere/ dovere/potere</i> and activities associated with each verb.		
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino</p> <p>"Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition" Francesca Italiano</p> <p>"Italian Verb Drills" Paola Nanni-Tate</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> • Give students plenty of opportunities to talk so assessment time is not terribly different from most classes. • Use plenty of TPR when speaking, use target language whenever possible so that it becomes the students' norm. • Repeat new vocabulary and PRINT it on the board. • Extended time on tests/quizzes/projects • Allow student to use teacher/student's notes as copy or give copy of notes after class notes given • Reduce class work/homework • Have student paraphrase instructions on homework and assessments. • Narrow down options on multiple choice / matching assessments • Provide word bank for fill in the blanks • Distracters can be added depending on ability of student • For low ability students provide only 2-3 choices per fill in • Use pictures/visuals to assess vocabulary • Match vocabulary to visual • Assess by content, be flexible with accuracy of grammar/spelling 		

Unit 2: Come eri da bambino/a?

Targeted Standards: 7.1 WORLD LANGUAGES: 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

Unit Objectives/Conceptual Understandings:

Students will understand that their childhoods and their lives now are different.
 Students will understand similarities and differences between classmates childhoods.

Essential Questions:

How does one express preferences, feelings, emotions and opinions in the past tense?
 How does one describe their childhood including activities, places and descriptions?

Unit Assessment: In an IPA, students will describe, ask/respond and interpret information about their childhood and classmates childhood in the target language.

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple	Themes associated with childhood. Vocabulary pertaining to their childhood. (Activities, objects, places,pets etc) How to use expressions of time and frequency to describe events. (always, often, sometimes, never etc) Adjectives describing their personalities as children. How to describe the weather in the past How to compare preferences in the past as oppose to current preferences.	Describe things/events in the past that happened in your childhood. Describe and provide information on self, family and friends in the past. Identify preferences in the past. Answer interview questions from teacher or students using the past tense. Discuss what they did or used to do in the past in contrast to what they do now. Write and discuss about their childhood experiences. Ask and answer questions	Present vocabulary using TPR, visual aides and power point Dialog/ skits (Extended activity for honors: Participate in a role-play/dialogue activity utilizing key vocabulary associated with proficiency without preparation) Info. Gap activities Provide details of a fond memory of a party or celebration. Provide information (date,location,food weather etc) (Extended activity for honors: Write two paragraph essay detailing this event) Surveys - students reflect on survey	Ongoing: Interpretive reading and listening Interpersonal dialogues Presentational writing and speaking Oral and written quizzes and tests Dialog/skits Role playing activity (TPR) Projects Homework assignments Class participation

Unit 2: Come eri da bambino/a?

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
<p>oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Grammar: Present tense (Regular and Irregular verbs)</p> <p>Imperfect tense. (Regular and Irregular verbs)-Avere and Essere</p> <p>Piacere/Preferire- Discussing preferences.</p> <p>Adverbs (sempre, spesso, mai, alcune volte, etc.)</p> <p>Indirect object pronouns</p>	<p>about their childhood.</p> <p>Expressing current preferences as oppose to preferences in the past.</p> <p>Use new vocabulary when discussing current and past events.</p>	<p>question (i.e. Where did you go all time when you were a child? What was your favorite toy?) - survey others - write summary sentences (i.e. 4 people always went to the beach/ 8 people always played with dolls .) Listen to songs to learn new vocabulary and identify the imperfect tense.</p> <p>Engage in vocabulary/grammar games to practice verb endings.</p> <p>Interpretive activities and tasks -share information in interpersonal groups. (Extended activity for honors: Longer and more detailed interpretive tasks, and answer more comprehensive questions)</p> <p>Create a TPR story about what activities they did when they were young. (Presentational/speaking) (Extended activity for honors: More detailed TPR story)</p> <p>Create a “book” detailing their childhood and events from their past. (pictures and phases in the imperfect tense) (Extended activity for honors: Expand on their “book”)</p> <p>Create a short comic strip describing the childhood of a</p>	

Unit 2: Come eri da bambino/a?

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
			family member. (Extended activity for honors: Discuss the childhood of a family member) Create a poster with comparisons.(piacere/preferire) (Extended activity for honors: Compare their preferences to their classmates)	
Resources: Essential Materials, Supplementary Materials, Links to Best Practices "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino "Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition" Francesca Italiano "Italian Verb Drills" Paola Nanni-Tate			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> • Give students plenty of opportunities to talk so assessment time is not terribly different from most classes. • Use plenty of TPR when speaking, use target language whenever possible so that it becomes the students' norm. • Repeat new vocabulary and PRINT it on the board. • Extended time on tests/quizzes/projects • Allow student to use teacher/student's notes as copy or give copy of notes after class notes given • Reduce class work/homework • Have student paraphrase instructions on homework and assessments. • Narrow down options on multiple choice / matching assessments • Provide word bank for fill in the blanks • Distracters can be added depending on ability of student • For low ability students provide only 2-3 choices per fill in • Use pictures/visuals to assess vocabulary • Match vocabulary to visual • Assess by content, be flexible with accuracy of grammar/spelling 	

Unit 3: C’era una volta...

Targeted Standards: 7.1 WORLD LANGUAGES: 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

Unit Objectives/Conceptual Understandings:

Students will understand the differences between the *passato prossimo* and *imperfetto* and how to sequence events in the past tense. Students will understand the narration of fairytales and stories in the target language.

Essential Questions:

1. How does one narrate a past event in Italian?
2. How does one describe circumstances or background information when telling a story in Italian?

Unit Assessment: In an IPA, students will describe, ask/respond and interpret information about fairytales and storytelling in target culture and home culture.

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on</p>	<p>How to use the imperfect tense to tell a story.</p> <p>How to use the present perfect and imperfect tenses together to sequence events in the past.</p> <p>Vocabulary related to narration of a story (animals and nature, adjectives describing people and places, items associated with fairytales).</p> <p>Grammar: Relationship of present perfect and imperfect tenses.</p> <p>Comparatives with regular and irregular adjectives (<i>più di/meno di...</i>).</p>	<p>Narrate past events and describe past circumstances.</p> <p>Read and interpret fairytales and popular Italian folktales.</p> <p>Interpret and describe similarities and differences between fairytales.</p> <p>Describe people and places using comparatives and superlatives.</p> <p>Ask and answer questions about notable fairytales.</p>	<p>Read “L’albero” by Shel Silverstein and create a poster using nature vocabulary.</p> <p>Create a comic strip story with animals as characters using the past tense. (Extended Activity for Honors: Write a fable using nature and animal vocabulary by expanding on the comic strip story.)</p> <p>Read Carlo Collodi’s “Pinocchio” and answer reading comprehension questions. (Extended Activity for Honors: Memorize and act out a scene from “Pinocchio”)</p> <p>Compare and contrast fairytales.</p> <p>Choose and describe notable</p>	<p>Ongoing: Interpretive reading and listening</p> <p>Interpersonal dialogues</p> <p>Presentational writing and speaking</p> <p>Oral and written quizzes and tests</p> <p>Dialog/skits</p> <p>Role playing activity (TPR)</p> <p>Projects</p> <p>Homework assignments</p> <p>Class participation</p>

Unit 3: C'era una volta...

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar	Superlatives with regular and irregular adjectives. Irregular verbs <i>dire</i> and <i>dare</i> in the present tense.		fairytale characters and have other classmates guess (Cenerentola, Biancaneve, il Cappucetto Rosso, etc.) Present vocabulary using PowerPoint and visual aides. Listen to songs in the present perfect and imperfect tenses. (Extended Activity for Honors: Students choose and present an Italian song to the class that uses present perfect and imperfect) Looking at pictures of a story, narrate the story using the past tense. Create an original fairytale using the present perfect and imperfect tenses. (Extended Activity for Honors: Fairytale must be expanded in both detail and length. Ask and answer reading comprehension questions based on classmates' fairytales.)	

Unit 3: C'era una volta...

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
topics. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino "Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition" Francesca Italiano "Italian Verb Drills" Paola Nanni-Tate "L'albero" Shel Silverstein "Pinocchio" Carlo Collodi		Instructional Adjustments: Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> • Give students plenty of opportunities to talk so assessment time is not terribly different from most classes. • Use plenty of TPR when speaking, use target language whenever possible so that it becomes the students' norm. • Repeat new vocabulary and PRINT it on the board. • Extended time on tests/quizzes/projects • Allow student to use teacher/student's notes as copy or give copy of notes after class notes given • Reduce class work/homework • Have student paraphrase instructions on homework • and assessments. • Narrow down options on multiple choice / matching assessments • Provide word bank for fill in the blanks • Distracters can be added depending on ability of student • For low ability students provide only 2-3 choices per fill in • Use pictures/visuals to assess vocabulary • Match vocabulary to visual • Assess by content, be flexible with accuracy of grammar/spelling 		

Unit 4: Un viaggio in Italia

Targeted Standards: 7.1 WORLD LANGUAGES: 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

Unit Objectives/Conceptual Understandings:

Students will understand the different regions and geography/climate of Italy.

Students will make interdisciplinary connections and gain new perspectives as they read, write, and speak about travel in Italy.

Essential Questions:

How does one describe a trip using the past tense (present perfect and imperfect)?

What are the various travel opportunities within the diverse regions of Italy?

Unit Assessment: In an IPA, students will describe, ask/respond and interpret information about regions and geography of the target culture.

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on</p>	<p>Regions and capital cities of Italy.</p> <p>Geography and climate of various regions of Italy.</p> <p>Vocabulary related to travel (modes of transportation, sightseeing, landmarks, clothing, souvenirs, activities, lodging).</p> <p>Vocabulary related to geography (locations, weather and climate).</p> <p>Grammar: Present perfect and imperfect tenses.</p> <p><i>Bello</i> – adjectives that come before the noun.</p>	<p>Identify 20 regions, capital cities and cultural points in Italy.</p> <p>Describe the geography and climate of the regions of Italy.</p> <p>Identify major rivers, mountain ranges, islands and seas.</p> <p>Label a map of Italy with various regions and cities.</p> <p>Compare and contrast vacations in the US and in Italy.</p> <p>Discuss social and cultural activities in the US and Italy (museums, concerts, movies, cafes, etc).</p>	<p>Present vocabulary using PowerPoint and visual aides.</p> <p>Map Quiz – label the regions, cities, and geography of Italy. (Extended Activity for Honors: Create a jeopardy style game to review the regions, capital cities, and geography of Italy.)</p> <p>(Extended Activity for Honors: Select a current event concerning particular cities/regions of Italy to present and discuss with the class.)</p> <p>Complete a research project on a region of Italy, with major geographical features, common products/cuisine and cultural points. (Extended Activity for Honors: Create a travel brochure</p>	<p>Ongoing: Interpretive reading and listening</p> <p>Interpersonal dialogues</p> <p>Presentational writing and speaking</p> <p>Oral and written quizzes and tests</p> <p>Dialog/skits</p> <p>Role playing activity (TPR)</p> <p>Projects</p> <p>Homework assignments</p> <p>Class participation</p>

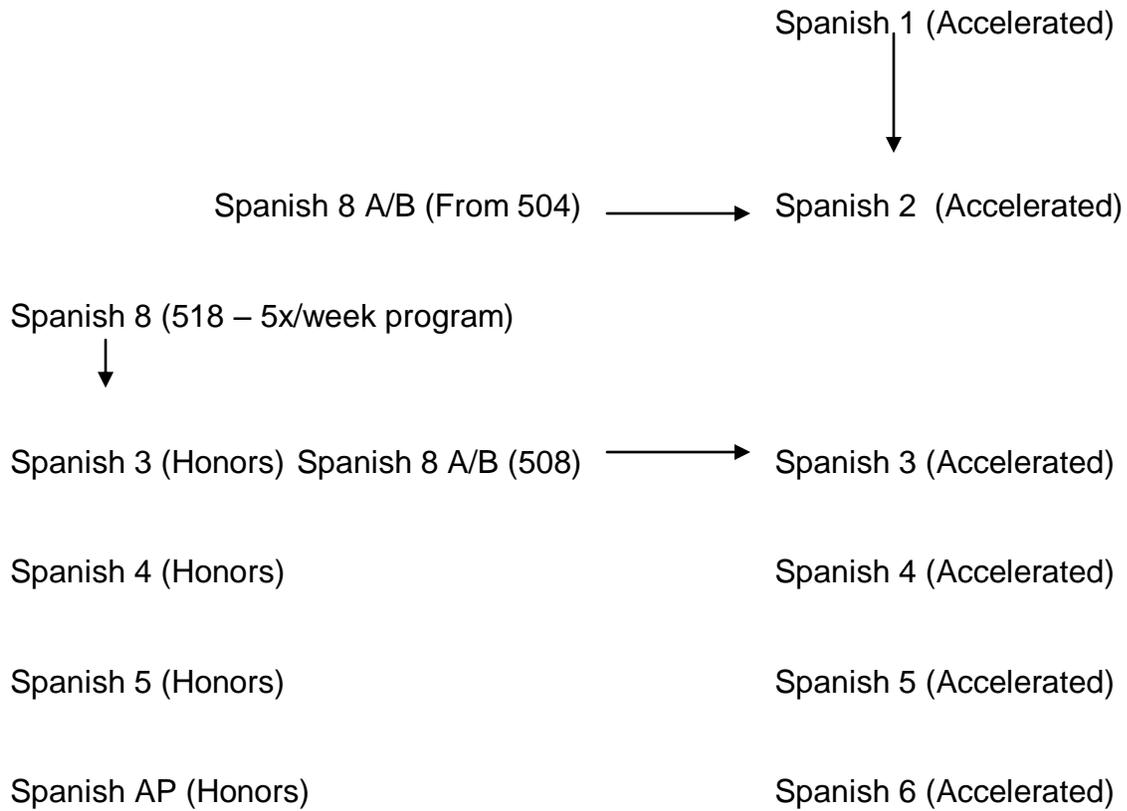
Unit 4: Un viaggio in Italia (cont.)

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
<p>familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar</p>	<p><i>Conoscere & sapere</i> - present and past tense of the verb “to know” when discussing knowledge versus people and places.</p>	<p>Use the adjective <i>bello</i> to describe Italian cultural spots (monuments, etc).</p> <p>Ask and answer questions about Italy and its people.</p> <p>Describe events in the past.</p> <p>Retell a story in the target language.</p>	<p>featuring the significant products/cuisine and cultural points of the region.)</p> <p>Listen to a story shared by the teacher about a vacation - the activities and places visited. Retell the story.</p> <p>Recreate a trip to Italy based on the provided infinitives verbs and daily schedule.</p> <p>Interview a classmate about activities that he/she did on a past vacation.</p> <p>Write an email to friends/family describing your vacation.</p> <p>Create a travel scrapbook describing a fictional trip to Italy using the past tense. (Extended Activity for Honors: Travel scrapbook must be expanded in both detail and length. Ask and answer comprehension questions about classmates’ fairytales.)</p>	

Unit 4: Un viaggio in Italia (cont.)

Cumulative Progress Indicators	Core Content		Instructional Activities	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
topics. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices "Prego - An Invitation to Italian: Eighth Edition" Graziana Lazzarino "Percorsi: L'Italia Attraverso La Lingua e La Cultura: Second Edition" Francesca Italiano "Italian Verb Drills" Paola Nanni-Tate			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> • Give students plenty of opportunities to talk so assessment time is not terribly different from most classes. • Use plenty of TPR when speaking, use target language whenever possible so that it becomes the students' norm. • Repeat new vocabulary and PRINT it on the board. • Extended time on tests/quizzes/projects • Allow student to use teacher/student's notes as copy or give copy of notes after class notes given • Reduce class work/homework • Have student paraphrase instructions on homework and assessments. • Narrow down options on multiple choice / matching assessments • Provide word bank for fill in the blanks • Distracters can be added depending on ability of student • For low ability students provide only 2-3 choices per fill in • Use pictures/visuals to assess vocabulary • Match vocabulary to visual • Assess by content, be flexible with accuracy of grammar/spelling 	

APPENDICES

WORLD LANGUAGES SPANISH PROGRAM SEQUENCE**High School Honors Program****High School Accelerated Program****WORLD LANGUAGES LATIN PROGRAM SEQUENCE****Four-Year Latin Program**

Latin 1 (Accelerated)

Latin 2 (Accelerated or Honors)

Latin 3 (Accelerated or Honors)

Latin 4 (Accelerated or Honors)

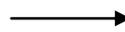
High School French Honors Program**High School Accelerated French Program**

French 8 (538 – 5x/week program)



French 2 (Honors)

French 8 A/B (528)



French 1 (Accelerated)

French 2 (Accelerated)

French 3 (Honors)

French 3 (Accelerated)

French 4 (Honors)

French 4 (Accelerated)

French AP (Honors)

French 5 (Accelerated)

WORLD LANGUAGES HINDI PROGRAM SEQUENCE**Four-Year Hindi Program**

Hindi 1 (Accelerated)

Hindi 2 (Accelerated or Honors)

Hindi 3 (Accelerated or Honors)

Hindi 4 (Accelerated or Honors)

WORLD LANGUAGES ITALIAN PROGRAM SEQUENCE

Four-Year Italian Program

Italian 1 (Accelerated)

Italian 2 (Accelerated or Honors)

Italian 3 (Accelerated or Honors)

Italian 4 (Accelerated)

WORLD LANGUAGES MANDARIN PROGRAM SEQUENCE

Four-Year Mandarin Program

Mandarin 1 (Accelerated)

Mandarin 2 (Accelerated or Honors)

Mandarin 3 (Accelerated or Honors)

Mandarin 4 (Accelerated)

PROGRAM COMPONENTS FOR Italian

Basic Text Series: “Prego” – An Invitation to Italian: Eight Edition
Practice and Activity Book

LESSON PLANNING

To enable students to achieve the objectives for each course, the teacher is obliged to complete the prescribed course content.

Written Plans: A written lesson plan gives direction and organization to the lesson. It is a systematic and logical outline of the procedures/activities related to the introduction, drill, application and/or review of the material selected for study. It must include a daily objective. The objective must state what the students are to learn and how the instructor will know that they have learned it. **Example: The students will demonstrate (SWD) the ability to speak in the future by stating five things they will do this summer.**

1. Preparation of Lessons

- a. Read and become thoroughly familiar with the information contained in the introductory section of the teachers' editions.
- b. Read and study the content of the entire unit. Consult also the appropriate pages of the curriculum guide for suggested techniques and activities.
- c. Block out the entire lesson over the designated time period. This tentative outline will provide a framework for the development of daily plans.
- d. Course objectives are stated in terms of proficiency levels. Plan daily activities that focus on the learners. How will they be involved actively in the lesson.
- e. Each day's lessons generally should include a variety of activities, e.g., vocabulary, structure(s), reading, etc. Timing and pacing of activities are important. An activity that extends too long becomes dull. Provide a logical transition between activities.
- f. The lesson usually should represent a blend of new work and review material.

2. Structures

- a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples; (2) oral practice; (3) generalization or rule - derived from students.
- b. Reinforce the concept through reading of text drills and completion of appropriate written exercises.
- c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.

3. Exercises:

It is not necessary to assign all exercises; select those that best meet the needs of the students.

4. Personalization

- a. Vary questions and drills in the text in order to personalize the content.
- b. Provide oral and written application activities similar to those described in the curriculum guide. Once the mechanics have been mastered, realistic stimuli enable students to apply the vocabulary and/or concepts required. Provide students with learning experiences that go beyond the mechanical stage.

5. Pictures - Transparencies

- a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.
- b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.

TECHNOLOGY

An integral part of the program is to incorporate the use of the internet. This may be achieved in one of several ways: research in the Media Center, in the classroom or at home.

Topics to be considered are:

- map study
- the influence of the Italian language and culture on the United States and the world
- famous men and women of history
- foods
- sports
- music
- residences
- education
- shopping
- attitudes toward time
- greetings and farewells
- historical

Procedure

Presentation of information may be given as collages, oral presentations, posters, mobiles, dioramas, or other such visuals.

This can be a group, partner, or individual activity.

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

2014-15 GROUPING PROCEDURES FOR WORLD LANGUAGES: GRADES 6 - 12

Honors French/Spanish Sequence

1. **French/Spanish 6** - Enrollment in the sixth-grade world languages program is required of all grade 6 students. Students who continue their study of Spanish from the elementary school are enrolled in Spanish 506. Students who begin the study of Spanish in the middle school are enrolled in Spanish 503. French is a new language offering, so all students begin this language in French 526. The language chosen for study in grade 6, shall be the language studied in grades 7 & 8.
2. **French/Spanish 7** - Enrollment in the seventh-grade world languages program is required of all students who completed French/Spanish 6.
3. **French/Spanish 8** - Enrollment in the eighth-grade world languages program is required of students who completed French/Spanish 7. Students recommended for grade 8 Language Arts H or -1 will be enrolled in the French/Spanish everyday program. Students recommended for grade 8 Language Arts-2 will be enrolled in the French/Spanish alternate day program.
4. **French 2 Honors** – Eighth-grade students in the 5x/week program who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for French 2H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for French 2H should be placed in French 2-1 class.
5. **Spanish 3 Honors** – Eighth-grade students in 5x/week program who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for Spanish 3H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for Spanish 3H should be placed in a Spanish 3-1 class.
6. **French 3 Honors** -
 - a) It is expected that most students now enrolled in French 2H will proceed directly to French 3 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 3H classes.
 - Maintain grades in French 2H of A or B.
 - Ability to grasp and retain structural concepts.

- Above average proficiency in all language skills: listening, speaking, reading and writing.
- Ability to function in the language, i.e., accustomed to using the language in the classroom.
- Generally favorable attitude toward language learning – demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.

b) French 2H students who do not meet the above criteria should be recommended for placement in a French 3-1 class.

7. **Spanish 4 Honors**

a) It is expected that most students now enrolled in Spanish 3H will proceed directly to Spanish 4 (Honors). The criteria delineated below serve as guidelines for the placement of students in Spanish 4H classes.

- Maintain grades in Spanish 3H of A or B.
- Ability to grasp and retain structural concepts
- Above average proficiency in all language skills: listening, speaking, reading and writing
- Ability to function in the language, i.e., accustomed to using the language in the classroom
- Generally favorable attitude toward language learning – demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.

b) Spanish 3H students who do not meet the above criteria should be recommended for placement in a Spanish 4-1 class.

8. **French 4 Honors** - Upon completion of French 3H, it is expected that most students now enrolled in French 3H will proceed directly to French 4 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 4H classes.

a) French 4 – Honors: Guidelines for placement in 4-Honors are listed below.

- Projected end-of-year grade of B in French 3H or A in 3-1 and teacher recommendation
- Above-average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform successfully in a diversified, in-depth academic program.
- Self-motivation and interest in language study

9. **Spanish 5 Honors** - Upon completion of Spanish 4H, it is expected that most students now enrolled in Spanish 4H will proceed directly to Spanish 5 (Honors). The criteria delineated below serve as guidelines for the placement of students in Spanish 5H classes.

- a) Spanish 5 - Honors: Guidelines for placement in 5-Honors are listed below.
- Projected end-of-year grade of B in Spanish 4H or A in 4-1 and teacher recommendation
 - Above-average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform successfully in a diversified, in-depth academic program
 - Self-motivation and interest in language study
- b) Spanish 5-1 (Accelerated); Students recommended for 5-1 should meet the following criteria.
- Projected end-of-year grade of C in Spanish 4H or B/C in Spanish 4-1
 - Average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform in the language within the framework of a less intensified program than the honors program
 - Interest in improvement of basic language skills
10. **French AP Honors:** This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.
- Projected end-of-year grade of **A** or **B** in French 4-Honors. Exceptional students from French 4-1 and 5-1 may also be enrolled with recommendation of AP teacher.
 - Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing
 - Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to :
 - analyze and interpret literary works
 - compare and contrast different authors, works and periods
 - identify figures of speech, symbolism, meter or rhyme schemes
 - evaluate literary works
 - high degree of self motivations; able to work independently
11. **Spanish AP Honors:** This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.
- Projected end-of-year grade of **A** or **B** in Spanish 5-Honors. Exceptional students from Spanish 5-1 and 6-1 may also be enrolled with recommendation of AP teacher.
 - Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing

- Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to:
 - analyze and interpret literary works
 - compare and contrast different authors, works and periods
 - identify figures of speech, symbolism, meter or rhyme schemes
 - evaluate literary works
 - high degree of self motivation; able to work independently
12. **French 5-1** (Accelerated): Students who have completed a fourth year French program with a grade of C or better but who are not recommended for the AP course may elect French 5-1.
13. **Spanish 6-1** (Accelerated): Students who have completed a fifth year Spanish program with a grade of C or better but who are not recommended for the AP course may elect Spanish 6-1.

Four-Year Sequence

1. **French/Spanish/Latin/Hindi/Italian/Mandarin 1 (Accelerated)**
Students who are native Spanish speakers wishing to enroll in a Spanish course in the high school must prepare a writing sample which the high school teachers will evaluate. They will recommend placement. The supervisor will coordinate the evaluation.
2. **French/Spanish/Latin/Hindi/Italian/Mandarin 2 (Accelerated)** - Students who successfully complete the first-year program will be recommended by their teachers for a second year of study. These students should have a grade of C or better in French/Spanish/Latin/Hindi/Italian/Mandarin 1. Students who show unsatisfactory progress in the first-year course should be recommended to repeat the course or discontinue world languages study.
3. **French/Spanish/Latin/Hindi/Italian/Mandarin 3 (Accelerated)** - To the extent that their interests and abilities permit, second-year students should be encouraged to enroll in the third-year course. Generally students enrolling in a third year program should meet the following criteria:
 - Projected end-of-year grade of C or better in World Languages 2
 - Ability to grasp and master structural concepts
 - Ability to read with comprehension
 - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation
4. **French/Spanish/Latin/Hindi/Italian/Mandarin 4 (Accelerated)** - To the extent that their interests and abilities permit, third-year students should be encouraged to enroll in the fourth-year course. Generally students enrolling in a fourth year program should meet the following criteria:
 - Projected end-of-year grade of C or better in World Languages Level 3
 - Ability to grasp and master structural concepts
 - Ability to read with comprehension
 - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation

Recommendations are subject to review and approval by the principal or his/her designee.

Virginia Santoro
World Languages Supervisor

APPROVED: _____
Margaret DeLuca, Director of Curriculum

Written Activities

1. Students write several sentences to describe a classmate. These brief paragraphs may then be read in class.
2. Students describe a picture or photograph depicting a famous person.
3. Students write a personalized application of a dialog.
4. Students prepare their own visuals or use magazine pictures illustrating comparison of adjectives. Students write descriptive sentences related to the visual.
5. Based on information contained in the reading, students assume the role of a person and describe her/his activities.
6. The class, with teacher direction, develops a paragraph of interest activities. Sentences are put in proper sequence to form a logical paragraph. This activity serves as a model for a paragraph to be written by each student.

ENRICHMENT ACTIVITIES

Students who demonstrate exceptional linguistic ability should be encouraged to pursue activities beyond those of the classroom. Activities recommended for academically talented students include independent reading, research or a special project. Some specific suggestions are listed below.

1. Pursue research on a place, event, person or topic of interest .
2. Reading selections from an authentic, age appropriate text
3. Design a word game or puzzle.
4. Prepare a culture capsule and present it to the class.
5. Write an original story or dialog accompanied by illustrations. .
6. Collaborate with another student to prepare and dramatize a skit or to prepare and present a debate.
7. Keep a personal diary.
8. Design a greeting ad.
9. Prepare categories and items for adaptations of TV game shows, e.g., Jeopardy.
10. Draw pictures, a series of pictures or cartoons based on reading selections.
11. Read selections from previous text.

APPENDIX H:
METHODOLOGY FOR INNOVATIVE
INSTRUCTION IN K-12
WORLD LANGUAGE PROGRAMS

Figure 26**GOUIN SERIES**

A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.

HOW DO YOU USE IT?

The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher's description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences.

WHAT ARE THE BENEFITS?

- engages students' interest and active participation
- gives an authentic experience of using the target language
- develops listening and oral comprehension as a continuum within authentic situations
- facilitates the natural emergence and development of oral communication in the target language.

Figure 27**DIALOGUE JOURNALS**

A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and received feedback in the target language. This dialogue can be conducted by e-mail where it is available.

HOW DO YOU USE IT?

Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observation in conversation. In the early stage of learning a language, students can begin by adding a few words and combining them with pictures.

WHAT ARE THE BENEFITS?

- develops communication and writing skills
- creates a positive relationship between the teacher and the student
- increases student interest and participation
- allows the student to direct his or her own learning
- provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework*, 1996

Figure 29 (continued)**TPR STORYTELLING**

Offer it to students on your right.
Offer that student a big bird.
Grab a coyote and put it on that student's head.
Etc.

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is tiny bird. ("Student bird" takes a bow and says "tweet tweet".) There is a big coyote. ("Student coyote" takes a bow and "howls.") The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

Step Two: Students Produce and Practice Vocabulary Words

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief?

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise

Using student actors, puppets, or pictures from the text, the teacher then narrates a mini-story containing the targeted vocabulary words.

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.
(Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

Adapted from *Foreign Language Notes* Vol. 39, NO.2 (Spring, 1997)

Figure 30**INTERVIEWS**

A strategy for gathering information and reporting

HOW DO YOU USE IT?

Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.

WHAT ARE THE BENEFITS?

- fosters connections between ideas
- develops the ability to interpret answers
- develops organizational and planning skills
- develops problem-solving skills
- provides opportunities to use the target language
-

Figure 31**CLOZE**

An open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

HOW DO YOU USE IT?

The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided.

WHAT ARE THE BENEFITS?

- provides opportunities for creativity
- develops the use of precise vocabulary
- focuses on the use of precise and correct communication
- increase comprehension skills
- provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework*, 1996

Total Physical Response Storytelling:

Total Physical Response (TPR) occurs when students react physically to commands in the target language. This allows students to acquire vocabulary consistent with The Natural Approach. It also allows for a silent period where comprehension is established before the student is expected to speak. Students link their actions with the words so that they internalize vocabulary using movement as well as thought.

For example: "Point to the apple." "Put the apple on your head."

Language learned through TPR alone may become passive. TPR Storytelling was developed by Blaine Ray in the 1980's and 1990's to expand into narration and description. After the target story is mastered, students go on to add humor and originality by creating their own versions.

The steps to teaching a mini-story are:

1. Present one word at a time through TPR movement, models or pictures.
2. Practice the words and actions in groups with words visible.
3. Practice with eyes closed.
4. Present a mini-story.
5. Volunteers act out the story for the class.
6. Ask simple questions about the story: yes/no, either/or, fill-in, open-ended
7. Students tell the story to a partner.
8. Pairs volunteer to act out for the class.
9. Brainstorm variations for the story.
10. Pairs, groups devise a new story or students create one for homework.