

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

ITALIAN 4/4H

Length of Course: Term

Elective/Required: Elective

Schools: High Schools

Eligibility: Grade 12

Credit Value: 5 credits

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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.

The Italian 4 curriculum guide was prepared by:

Antonella Pellino, Edison HS
Elizabeth Schiavone, John Paul Stevens HS

The Italian 4Honors curriculum guide was prepared by:

Antonella Pellino, Edison HS
Elizabeth Schiavone, John Paul Stevens HS

Coordinated by:

Virginia Santoro, Supervisor, World Languages

Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring understandings/essential questions, unit assessments, and instructional activities. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

'Backward design' is an increasingly common approach to planning curriculum and instruction. As its name implies, 'backward design' is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the "stuff" upon which the understandings are built.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

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*.

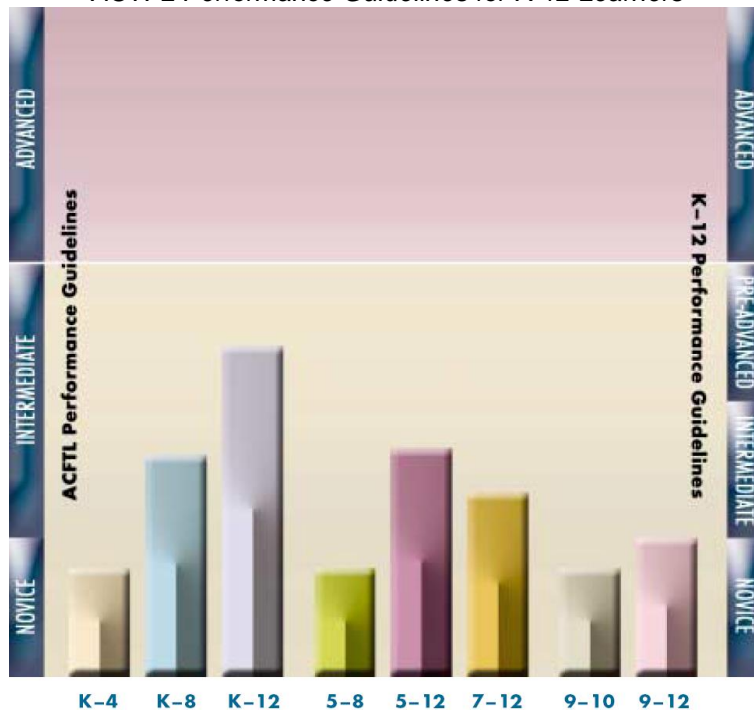
- **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress 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.

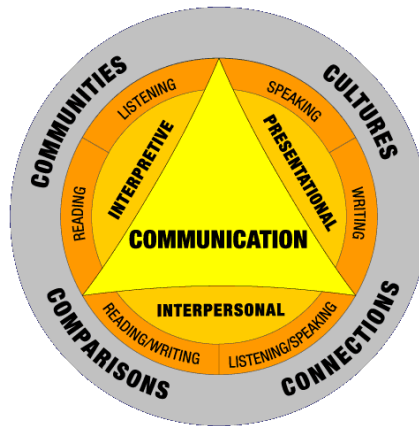
Revised Standard

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; others 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 LANGUAGESPROGRAM 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 monoculture 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: L'estate passata

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 Outcomes /Unit Objectives/ Conceptual Understandings:

Students will be able to identify and describe different activities that are done during vacation.
 Students will be able to describe events or scenes that have been done in the past.

Essential Questions:

How does where you live affect what you can do during summer break?
 How do you spend your summer break?

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

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concept <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.IM.A.1 Compare and contrast information in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture to determine the meaning of a message.	Themes associated with summer vacation. How to describe the weather in the past. Vocabulary pertaining to summer vacation (activities, objects, places, etc). Vocabulary describing people and places. How to describe events in the past.	Discuss different vacation activities that you participated in. Discuss what you and your classmates used to do. Describe what people/places used to be like. Compare and contrast vacations in the US and in Italy.	Dialog/ skits Present vocabulary using TPR, visual aids and power point. Class discussions about activities and places students like and dislike. Surveys - Students reflect on survey questions (i.e. What is your favorite vacation spot, what is your favorite activity, how was this summer different from others?) - Write summary sentences (i.e. Four people went to Florida).	Ongoing: Interpretive reading and listening Interpersonal dialogues Presentational writing and speaking Oral/written quizzes Dialog/skits Role playing activity (TPR)

Unit 1: L'estate passata (Con't)

Unit 1: L'estate passata (Con't)				
Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IL.A.4 Use target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and unfamiliar topics.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p>	<p>What are considered to be vacation places and activities in different cultures.</p> <p>Grammar: Present perfect and imperfect tenses together to sequence events in the past.</p>		<p>Extended activity for honors: Create a list of questions and ask classmates about their summer.</p> <p>Interpretive activities and tasks -Share information in interpersonal groups</p> <p>Extended activity for honors: Longer and more detailed interpretive.</p> <p>Interview a classmate about activities that he/she did on summer vacation.</p> <p>Do "Think, Pair, Share" activities to generate lists of pertinent vocabulary.</p> <p>Students use graphic organizer to sequence their summer activities.</p> <p>Extended activity for honors: Write a paragraph about your summer experiences. Write statements about how you presently feel about these summer experiences.</p>	<p>Homework assignments</p> <p>Class Participation</p> <p>Projects</p>

Unit 1: L'estate passata (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>				

Unit 1: L'estate passata (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IM.C.5 Compare cultural perspectives of the target culture with those of one's own culture as evidence through their cultural products and cultural practices.				

Unit 1: L'estate passata (Con't)

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

- 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: Il mondo del lavoro

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 Outcomes /Unit Objectives/ Conceptual Understandings:

Students will understand that a variety of factors, including interest, aptitude and availability, affect career choices.
 Students will understand that each age group has corresponding roles and responsibilities.

Essential Questions:

How do I determine which career is right for me and meets my qualifications?
 How can asking others about their future plans help us to plan a better future?

Unit Assessment:

In an IPA, students will describe, ask/respond and interpret information about different types of professions and trades associated with target culture and home culture.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IM.A.1 Compare and contrast information in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate	Vocabulary associated with professions and trades. Vocabulary associated with places of employment. Adjectives and qualities describing each profession.	Form the future tense with regular and irregular verbs. Identify and supply vocabulary for professions and trades. Describe tasks performed by each profession. Describe different occupations, professions and careers. Describe the type of career in which they would be most successful. Discuss and/or write about future career plans and professions.	Dialog/ skits Paired Activities Class discussions about our future plans. Present vocabulary and verbs using TPR, visual aids and Power Points. Create TPR stories Extended honor activity: Expand and add more detail to the story	Ongoing: Interpretive reading and listening Interpersonal Speaking Presentational writing and speaking Oral/written quizzes Dialog/skits

Unit 2: Il mondo del lavoro (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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>responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture to determine the meaning of a message.</p> <p>7.1.IL.A.4 Use target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and unfamiliar topics.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures</p> <p>7.1.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>Grammar:</p> <p>Continue reinforcement of Imperfect, Past Participle and Reflexive Verbs.</p> <p>The future tense in order to discuss future jobs.</p> <p>Use comparatives and superlatives (compare and contrast different careers).</p>	<p>Discuss the preparations necessary for a job or college application.</p> <p>Demonstrate ability to find a job and express qualifications for that job.</p> <p>Create a list of superlatives for students and careers.</p>	<p>Authentic readings on Italian economy and workplace.</p> <p>Role-play or perform a scenario for a job interview.</p> <p>Paired Activity – write impressions based on picture prompts (what will happen next...).</p> <p>Poll classmates to determine their future career plans.</p> <p>Fortune Teller activity - Create the future for your classmates. Extended honor activity: Write a description of what you will be doing in 10 years.</p>	<p>Role playing activity (TPR)</p> <p>Homework assignments</p> <p>Class Participation</p> <p>Projects</p>

Unit 2: Il mondo del lavoro (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.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.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>				

Unit 2: Il mondo del lavoro (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.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.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>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.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>				

Unit 2: Il mondo del lavoro (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture with those of one's own culture as evidence through their cultural products and cultural practices.</p>				

Unit 2: Il mondo del lavoro (Con't)

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

- 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: Il nostro pianeta e l'ambiente

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 Outcomes /Unit Objectives/ Conceptual Understandings:

Students will understand the present and future tense, and sequence them appropriately in a discussion of the environment.
 Students will understand the many environmental problems facing the world today and the impact technology will have on our future.

Essential Questions:

1. Why should we be concerned about the environment?
2. How can we use technology to protect the environment?

Unit Assessment:

In an IPA, students will describe, ask/respond and interpret information about the environment and the impact of technology on the environment in target culture and home culture.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IM.A.1 Compare and contrast information in texts from age- and level- appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture to determine the meaning of a message.	Vocabulary for environmental problems. Vocabulary for endangered animals. Vocabulary for animals and habitats. Vocabulary for technology and inventions. What are considered to be significant environmental problems and solutions.	Describe problems facing the environment. Express and support a point of view. Write about what should be done to solve the problems. Discuss and present on how environmental problems will affect the future. Present an issue to the class and discuss a solution. Compare and contrast the environment past, present, and future.	Paired Activities - Play memory with animal vocabulary. Categorize animals by habitat and foods they eat. Students research and present an endangered animal. Interpersonal Speaking Class discussion of the problems and consequences facing the environment.	Ongoing: Interpretive reading and listening Interpersonal Speaking Presentational writing and speaking Oral/written quizzes Dialog/skits Role playing activity (TPR)

Unit 3: Il nostro pianeta e l'ambiente (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IL.A.4 Use target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and unfamiliar topics.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	<p>Grammar: Use the future tense to discuss environment and technology.</p> <p>Continue reinforcement of Present, Imperfect, and Past Participle in discussion of how the environment and technology have evolved from past to present.</p>		<p>Create a game using only recycled objects. Write instructions for the game as well as an explanation of the objects being reused/recycled in the game and the positive effects this will have on the environment.</p> <p>Create and present a comic strip and/or Guoin series of the positive impact technology will have on the environment. Extended honors activity: Expand the comic strip to show the negative impact a technological invention had on the environment and how that led to a new technology that protects the environment. For example: gas powered cars led to pollution, technology advanced to create electric cars... etc.</p> <p>Surveys - Students reflect on survey question (i.e. What do you do to protect the future of the environment?) - Survey others and complete organizer</p>	<p>Homework assignments</p> <p>Class Participation</p> <p>Projects</p>

Unit 3: Il nostro pianeta e l'ambiente (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>			<p>- frite summary sentences (i.e. Four people recycle their plastic/glass bottles after lunch.) - Graph answers on bar graph or use technology to illustrate results.</p> <p>Authentic readings about Italy's environmental concerns and technological solutions.</p> <p>Explore the national parks in Italy using the internet.</p>	<p>Class Participation</p> <p>Projects</p>

Unit 3: Il nostro pianeta e l'ambiente (Con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IM.C.5 Compare cultural perspectives of the target culture with those of one's own culture as evidence through their cultural products and cultural practices.				

Unit 3: Il nostro pianeta e l'ambiente (Con't)

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

- 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: Le fasi di vita

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 Outcomes /Unit Objectives/ Conceptual Understandings:

Students will understand the conditional tense and how it is used within the context of the Italian language.
 Students will understand the impact that cultural differences have on individual perspectives and social norms.

Essential Questions:

1. What are my rights and responsibilities as a young adult?
2. How do rights and responsibilities change in each phase of a person's life?

Unit Assessment: In an IPA, students will describe, ask/respond and interpret information about the rights and responsibilities that come with each phase of life in target culture and home culture.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IM.A.1 Compare and contrast information in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture to determine the meaning of a message.	Vocabulary for the different phases of life (childhood, adolescence, adulthood, old age). Vocabulary for high school and challenges faced by teenagers. Vocabulary related to an individual's rights and responsibilities in each phase of life.	Express wishes, aspirations, and preferences using the conditional tense. Discuss hypothetical situations. Use the conditional tense to create formal expressions (<i>volere, preferire, piacere</i>). Compare and contrast social norms and individual roles in target culture and home culture. Examine major events in contemporary Italian history. Discuss similarities and	"If I had a million dollars..." students use the conditional tense to write sentences about what they would do in different hypothetical situations. Extended honors activity: Create a visual representation (no words) of what you would do in a given hypothetical situation (conditional tense) and present it to the class. Watch <i>La meglio gioventù</i> and complete various discussion activities based on the film.	Ongoing: Interpretive reading and listening Interpersonal Speaking Presentational writing and speaking Oral/written quizzes Dialog/skits Role playing activity (TPR) Homework assignments Class Participation

Unit 4: Le fasi di vita

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IL.A.4 Use target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	<p>Grammar: Conditional tense to discuss what one should/would/could do in different situations and at different phases in one's life (verbs <i>dovere, potere, volere</i>).</p> <p>The verbs <i>preferire</i> and <i>piacere</i> in the conditional tense.</p> <p>Continue reinforcement of the past, present, and future tenses through discussion of the different phases in a person's life.</p>	<p>differences between education systems in Italy and the US.</p> <p>Express wishes, aspirations, and preferences using the conditional tense.</p> <p>Discuss hypothetical situations.</p> <p>Use the conditional tense to create formal expressions (<i>volere, preferire, piacere</i>).</p> <p>Compare and contrast social norms and individual roles in target culture and home culture.</p>	<p>Students will examine the rights, responsibilities, and choices of the protagonists at each phase of their lives.</p> <p>Quick write: after each segment of the film students will write down predictions of what will happen next and suggestions for what the character should/could do.</p> <p>Students will choose one of the protagonists from the film and write an alternate ending for his/her life story.</p> <p>Use a Venn diagram to compare and contrast the lives of two protagonists.</p> <p>Create an original soundtrack using songs that best capture the themes of the film.</p> <p>Extended honors activity: Choose one of the contemporary historical events from the film to research and teach the class about through an interactive presentation.</p>	<p>Projects</p>

Unit 4: Le fasi di vita

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>				

Unit 4: Le fasi di vita

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concept <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.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture with those of one's own culture as evidence through their cultural products and cultural practices.</p>				

Unit 4: Le fasi di vita

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

La meglio gioventù. Marco Tulio Giordana. 2003.

"Prego! An Invitation to Italian" Eighth Edition. Graziana Lazzarino.

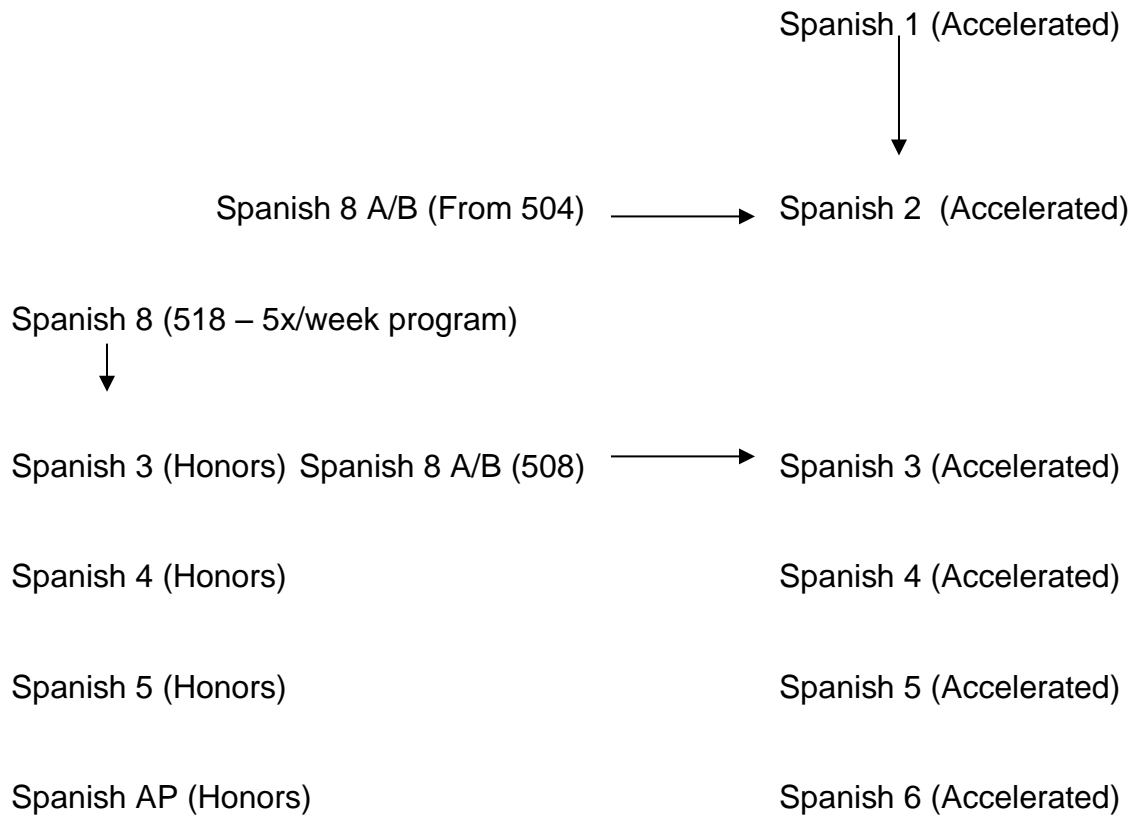
"Percorsi: L'Italia Attraverso La Lingua e La Cultura" Second Edition. Francesca Italiano.

"Italian Verb Drills" Paola Nanni-Tate

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

- 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)

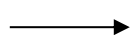
High School French Honors Program**High School Accelerated French Program**

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 or Honors)

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
Divisions of Curriculum and Instruction**

Draft 14

Essential Instructional Behaviors

Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.

1. Planning which Sets the Stage for Learning and Assessment

Does the planning show evidence of:

- a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
- b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
- c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
- d. provision for effective use of available materials, technology and outside resources?
- e. accurate knowledge of subject matter?
- f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
- g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
- h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

2. Observed Learner Behavior that Leads to Student Achievement

Does the lesson show evidence of:

- a. learners actively engaged throughout the lesson in on-task learning activities?
- b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
- c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
- d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
- e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?

- f. learners actively processing the lesson content through closure activities throughout the lesson?
- g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
- h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?
- i. learners developing their own voice and increasing independence and responsibility for their learning?
- j. learners receiving appropriate modifications and accommodations to support their learning?

3. Reflective Teaching which Informs Instruction and Lesson Design

Does the instruction show evidence of:

- a. differentiation to meet the needs of all learners, including those with Individualized Education Plans?
- b. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
- c. formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
- d. the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
- e. use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
- f. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorm?
- g. deliberate teacher modeling of effective thinking and learning strategies during the lesson?
- h. understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
- i. awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
- j. activities that address the visual, auditory, and kinesthetic learning modalities of learners?
- k. use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
- l. use of graphic organizers and hands-on manipulatives?
- m. creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
- n. development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
- o. transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

4. Responsibilities and Characteristics which Help Define the Profession

Does the teacher show evidence of:

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
- b. maintaining accurate records and completing forms/reports in a timely manner?
- c. communicating with parents about their child's progress and the instructional process?
- d. treating learners with care, fairness, and respect?
- e. working collaboratively and cooperatively with colleagues and other school personnel?
presenting a professional demeanor?

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

2009-10 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.

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.

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-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.