

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

**ITALIAN II**

**Grades 10-12**

**World Languages Department**

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**Italian II**  
**Grades 10-12**  
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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

The Italian II courses – Italian Conversation & Culture II, ACP Italian II, and Honors Italian II – are rigorous courses that continue to develop proficiency across the three modes of Communication as outlined in the 2015 ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards for Learning Languages introduced in Italian I. Italian II will help students advance their interpersonal, interpretive, and presentational communication skills in a wide range of situations in support of greater fluency as well as confidence in their cognitive and communicative abilities.

The focus of Italian II will be expressing needs and ideas reflecting new vocabulary and grammatical structures. The foundation for thematic units of study in Italian III and IV will be laid in Italian II through the in-depth exploration of major grammatical concepts such as, but not limited to, the present tense, reflexive verbs, reciprocal verbs, the past tense, the imperfect tense, the future tense, the conditional mood, the imperative mood, comparatives and superlatives, and as time allows, the subjunctive mood. Students' grammatical foundation will be strengthened as they are introduced to directed composition writing for varied purposes. Reading will be presented through the textbook as well as through authentic sources.

The remaining goal areas will be reinforced through relevant cultural comparisons and connections within each unit of study. The cultural aspect will be enhanced through films, authentic resources, individual classroom projects, presentations, and aural comprehension activities. This course, at the Honors level, reflects an early and steady preparation for the Advanced Placement course offered at Level IV and supports the goals of that course.

## COURSE GOALS

The following Course Goals derive from the 2015 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)

Interact and negotiate meaning in spoken, signed, or written

	conversations to share information, reactions, feelings, and opinions.
Interpretive Communication (Standard 1.2)	Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Presentational Communication (Standard 1.3)	Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Comparisons: Language Comparisons (Standard 4.1)	Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Comparisons: Cultural Comparisons (Standard 4.2)	Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

The following Course Goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCS.ELA-Literacy.RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
CCS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCS.ELA-Literacy.W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
CCS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following Course Goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
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ISTE Creative  
Communicator  
(Standard 6)

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- products and perspectives vary around the world.
- the definition of beauty varies around the world.
- there are many challenges to contemporary life both in our country and in others abroad.
- interpersonal and presentational communication can serve many different purposes.
- approaches to reading vary according to type and length of reading.
- approaches to writing vary according to purpose.

## **COURSE ESSENTIAL QUESTIONS**

- How do cultural products, practices, and perspectives influence contemporary life?
- How is contemporary life influenced by tradition?
- How do societies and individuals define quality of life?
- How do products, practices, and perspectives differ in societies around the world?
- How do ideals of beauty and aesthetics influence daily life?
- How do governments affect contemporary life?
- How do individuals contribute to the well-being of communities?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- necessary Italian vocabulary related to technology, clothing and fashion, shopping, daily routines, health and wellness, housing, household chores, transportation, vacationing, the working world, and finding a job.
- how Italians use technology, dress, shop, organize their day, obtain health care, find and use their homes, get around, vacation, and obtain a job.
- the grammar required to discuss contemporary life in Italy, including, but not limited to, the present tense, reflexive verbs, reciprocal verbs, the past tense, the imperfect tense, the future tense, the conditional mood, the imperative mood, comparatives and superlatives, and, at the Honors level, the subjunctive mood.
- transition words and phrases in Italian.
- standard writing conventions.
- reading strategies for reading comprehension and analysis.

Students will be able to . . .

- discuss topics in contemporary life in Italy, including technology, clothing and fashion, shopping, daily routines, health and wellness, housing, transportation, vacationing, and jobs.

- compare Italy today with Italy of the past.
- compare Italian culture and contemporary life to their own.
- discuss how life in Italy is changing.
- read analytically for information, by scanning, recognizing word families, predicting, guessing meaning from context, and summarizing.
- read and understand written and spoken authentic sources at an intermediate low level.
- write both narrative and expository pieces in an organized and elaborate manner for a variety of purposes.

# COURSE SYLLABUS

## Course Name

Italian II

## Level

Conversation & Culture, Advanced College-Preparatory, & Honors

## Prerequisites

for Honors: Grade of A- or better in Italian I

for Advanced College-Preparatory: Successful completion of Italian I, or Italian Conversation & Culture I with teacher recommendation

for Conversation & Culture: Successful completion of Italian Conversation & Culture I, or Italian I with teacher recommendation

## Materials Required

None

## General Description of the Course

This course continues to develop the five basic skills in an attempt to focus on spontaneity in communicating ideas to others and responding to conversation stimuli. The student will have ample opportunity for self-expression through thematic vocabulary used in skits, presentations, and situational dialogues. A comprehensive, detailed study of the language and culture of Italy, products, practices, and perspectives of the culture through authentic presentation will foster conversation. The grammatical foundation will be strengthened to expand language usage as the student is introduced to direct composition writing. The Italian language and culture will continue to be reinforced through multimedia and Language Lab activities and research. Software and interactive activities are available to students.

## Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Fall “lookbook” (Unit 1)
- Interactive skit (Unit 2)
- Guided close reading (Unit 3)
- Text chat (Unit 4)
- Mock Career Day presentation (Unit 5)

Summative Assessments:

- Unit test (Unit 1)
- Daily routine project (Unit 2)
- Home presentation project (Unit 3)
- Storybook (Unit 4)
- Job interview skit (Unit 5)

## Core Text

- Cozzarelli, Julia M. *Sentieri: Attraverso l’Italia contemporanea*. 3<sup>rd</sup> ed. Boston: Vista, 2020. Print.



# UNIT 1

## *Tecnologia e Moda*

### (Technology and Fashion)

#### Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.9-10.1	Using the passage on p. 152 in the text <i>Gli Italiani e le nuove tecnologie</i> , learn to scan a passage to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.W.9-10.2b	By creating fall “lookbooks,” write about a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ACTFL Cultural Comparisons (Standard 4.2)	By creating fall “lookbooks” for International Fashion Week, demonstrate understanding of the concept of culture through comparisons of Italian culture and their own.
ISTE Knowledge Constructor (Standard 3)	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others by creating multiple digital products including fall “lookbooks,” daily routine vlogs and blog posts, and digital magazine articles related to current technology usage.

#### Unit Essential Questions

- What is Italians’ relationship with technology? How does it compare with that of Americans?
- How do everyday Italians dress?
- Who are some famous Italian fashion designers?
- How does technology, clothing, and fashion influence contemporary life in both the United States and in Italy? (ACP and Honors)
- How does clothing and fashion differ around the world? (Honors)
- What is beauty and how do we define it? (Honors)

#### Scope and Sequence

- Copying from the textbook, and practicing, vocabulary related to technology
- Discussion, poll, and survey of current trends among peers in technology.

- Creation a blog entry or digital magazine article for an imaginary technology website discussing current trends
- Guided reading on Italians and new technology in *Gli Italiani e le nuove tecnologie* (p. 152) using the scanning technique on p. 184 to compare trends.
- Discovery of important technological inventions of Italian origin, and creation of a reference poster to display in the class
- Review of present tense regular and irregular verbs
- Instruction in and practice with the verbs *conoscere* and *sapere*
- Copying from the textbook, and practicing, vocabulary from the textbook related to clothing and shopping
- Participation in listening and speaking exercises to practice conversation about fashion and shopping
- Creation of a fall lookbook using the adding details technique introduced on p. of the textbook
- Completion of a unit test

#### Modified activities for Conversation & Culture

- Students may be provided current technology trends for polling the class
- Reporting of poll results in an oral presentation
- Guided reading involving further scaffolding
- Bulleting of ideas

#### Expanded activities for Honors

- Students may be provided additional useful expressions for talking about fashion and shopping (p. 169)
- Reading of *Un giro per i negozi* (p. 170) with discussion and video tours
- Research and discussion of Italian fashion brands, definitions of Italian fashion and beauty, and the role of fashion in contemporary life

### **Assured Assessments**

#### Formative Assessment:

Students will create a fall lookbook that showcases trending fall fashion. (Honors students will create a lookbook for the current clothing line of a famous Italian fashion designer.) The lookbook will demonstrate student understanding of Italian clothing vocabulary as well as provide an opportunity for students to compare fashion around the world and discuss the definition of beauty and the relationship we have with fashion. The writing will be scored using the Trumbull High School School-Wide Writing Rubric and should count as a grade, weighted x2, in the informal assessments category of the gradebook. The standard for student mastery will be “Goal” on the rubric, demonstrating proper use of noun-verb agreement, correct identification of clothing, and clear descriptors of Italian cultural facts. For students needing support to achieve Goal, a guided writing sheet with examples will be provided for the student to complete before submission. For students seeking to obtain “Exemplary,” a designer’s biography can be incorporated into the final product.

#### Summative Assessment:

A unit test encompassing all the content and skills taught in the chapter will be assigned at the completion of the unit. The test will include vocabulary, grammar, culture, and the listening, reading, and writing skills developed during the unit. The Trumbull High School School-Wide

Writing Rubric will be used to assess the 20 points designated to the writing portion, and the rest of the test will be evenly distributed among the remaining 80 points of the 100. The test should count as a grade, weighted x2, in the formal assessments category of the gradebook. The standard for student mastery will be “Goal” on the rubric, demonstrating level-appropriate use of writing conventions, grammar, and amount of detail used to elaborate. For students needing support to achieve Goal, review guides and study sessions will be conducted the day prior to the test, and word banks can be provided as IEP and 504 plans dictate or at the teacher’s discretion. For students seeking to obtain “Exemplary,” the rubric allows students to earn more points by including vivid details and insightful purpose on the writing portion; these elements can be encouraged in a prewriting sheet provided by the teacher before the test begins.

## **Resources**

### Core

- Cozzarelli, Julia M. *Sentieri: Attraverso l’Italia contemporanea*. 3<sup>rd</sup> ed. Boston: Vista, 2020. Print. *Lezione 4*.

### Supplemental

- cabi. <https://www.cabionline.com/>. Accessed November 23, 2020. Web.
- Dolce and Gabbana. <http://www.dolcegabbana.com/>. Accessed November 23, 2020. Web.
- Lazzarino, Graziana. *Prego! An Invitation to Italian*. 8<sup>th</sup> ed. New York: McGraw-Hill, 2012. Print.

## **Time Allotment**

- Approximately 6-8 weeks

**UNIT 2**  
***La Salute e il Benessere***  
**(Health and Wellness)**

**Unit Goals**

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.9-10.4	Using the <i>Tutti in forma!</i> reading passage, determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyze the cumulative impact of specific word choices on meaning and tone.
CCS.ELA-Literacy.RI.9-10.6	Determine the author’s purpose in the text <i>Farsi belli per uscire</i> and analyze how the author uses rhetoric to advance that purpose.
CCS.ELA-Literacy.W.9-10.4	By writing an interview, produce clear and coherent writing in Italian in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.9-10.9	Draw evidence from the informational text <i>L’importante e` la salute</i> to support analysis, reflection, and research in student-created documentary-style short films.
CCS.ELA-Literacy.SL.9-10.1	In presenting doctor’s skits in Italian, initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ISTE Creative Communicator (Standard 6)	In describing their daily routine in Italian, communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ACTFL Presentational Communication (Standard 1.3)	Present their daily routine in video format in Italian to an audience of listeners.
ACTFL Comparisons: Language Comparisons (Standard 4.1)	Demonstrate understanding of the nature of language through comparisons of the Italian language to their own in creating and presenting a childhood scrapbook using the imperfect tense.

## Unit Essential Questions

- How does one talk about one's morning routine in Italian?
- What are the names of body parts in Italian?
- How does one communicate in Italian at the doctor's?
- What are some remedies and treatments for health-related illnesses?
- What are some tips for a healthy lifestyle? (ACP and Honors)
- How do one's personal habits and choices/daily routine contribute to a healthy lifestyle? (Honors)
- How do health care and health care coverage differ between the United States and Italy? (Honors)

## Scope and Sequence

- Copying from the textbook, and practicing, vocabulary related to technology
- Instruction in and practice with daily routine and body part vocabulary
- Instruction in and practice with reflexive verbs, reflexive verb conjugations, and reciprocal verbs in the present tense
- Instruction in and practice with reflexive verbs, reflexive verb conjugations, and reciprocal verbs in the past tense (Honors)
- Student presentations of their daily routines
- Analytical reading of *Farsi belli per uscire*
- Copying from the textbook, and practicing, vocabulary related to health, remedies, and well-being
- Reading of *Tutti in forma*, a doctor's magazine article with tips on how to live a healthy lifestyle (p. 284) (Honors)
- Writing of a doctor's skit involving body parts and wellness vocabulary
- Discussion and analysis of the health care systems in both Italy and the United States through the informational reading *L'importante e' la salute* (p. 266) (Honors)
- Creation of a pro and con list related to each health care system and creation of a documentary-style short film advocating an issue related to one of the items on the list (Honors)
- Instruction in and practice with the imperfect verb tense
- Creation and presentation of a childhood scrapbook using the imperfect tense
- Instruction in and practice with the past tense and the imperfect verb tense (ACP and Honors)
- Rewriting of doctor's skits to include both the past tense and the imperfect tense (Honors)
- Completion of a unit test

### Modified activities for Conversation & Culture

- Students may be taught the imperfect tense as a stand-alone concept
- Students may decide the style for their daily routine presentation
- Guided reading of *Farsi belli per uscire* involving further scaffolding
- Bulleting of ideas

### Expanded activities for Honors

- Discussion of the use of reflexive verbs in the past tense
- Use of the imperfect to compare students' childhood lives with their current lives

- In-depth treatment of the past tense vs. the imperfect tense
- With the *L'importante e` la salute* reading, students may make comparisons to the health care system in the United States and what can be done to improve it
- Students may be provided additional useful expressions for talking about medical visits, ailments, and remedies (pp. 265, 267)
- Discussion of *Tutti in forma*
- Reference to the overarching theme of a healthy lifestyle in students' daily routine vlogs

### **Assured Assessments**

#### **Formative Assessment:**

Students will write an interactive skit of an imaginary doctor's visit, working in pairs to create an interesting and engaging dialogue using the body part vocabulary and health and wellness terms in the *Sentieri* chapter. Students will present the skits live in front of the class, acting them out with props, and communicating effectively with an engaging presence. The writing will be scored using the World Languages Department Presentational Speaking Rubric and should count as a grade, weighted x2, in the informal assessments category of the gradebook. For "Goal," students will need to have ten lines each, and include five body parts, and one illness with one cure. This assignment will be differentiated for students to use note cards if necessary. For students seeking to obtain "Exemplary," use of the supplemental vocabulary will be encouraged, in addition to using the readings on pp. 266 & 285 of *Sentieri* to enhance the skit so that it reflects Italian culture as well.

#### **Summative Assessment:**

Students will complete a daily routine project in which they describe their daily activities. ACP and Conversation & Culture students can create a social media style presentation of their choice, perhaps adding to the blog created prior. Honors students will each create a 2-3 minute video diary (vlog) explaining their day in Italian, using technology to enhance the message. The project will encapsulate the entire chapter and require students to synthesize information into a one-format summary of what they have learned. The project will be scored using the World Languages Department Presentational Speaking Rubric and should count as a grade, weighted x2, in the formal assessments category of the gradebook. The standard for student mastery will be "Goal" on the rubric, demonstrating student ease of expression, intermediate level of detail, a clear purpose, and mastery of grammar with few mistakes. This assignment can be differentiated for struggling students by shortening the length of the vlog, choosing a particular presentation style, or writing a paragraph of the student's daily routine as an alternate assignment, concentrating on the main details, and adding elaboration only when possible. For students seeking to obtain "Exemplary," additional enhancement can be included through technology, and the unit theme can be referenced in an insightful way consistently through the presentation.

### **Resources**

#### Core

- Cozzarelli, Julia M. *Sentieri: Attraverso l'italia contemporanea*. 3<sup>rd</sup> ed. Boston: Vista, 2020. Print. *Lezione 6*.

#### Supplemental

- Lazzarino, Graziana. *Prego! An Invitation to Italian*. 8<sup>th</sup> ed. New York: McGraw-Hill, 2012. Print.

### **Time Allotment**

- Approximately 6-8 weeks

**UNIT 3**  
*Casa Dolce Casa*  
**(Home Sweet Home)**

**Unit Goals**

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Engage in conversations and provide and obtain information by describing homes in Italian.
ACTFL Interpretive Communication (Standard 1.2)	Understand and interpret spoken Italian through a podcast about how to rent an apartment in Italy. (ACP and Honors)
ACTFL Presentational Communication (Standard 1.3)	Present information and ideas in Italian about their future dream homes. (Conversation & Culture and ACP)
ACTFL Presentational Communication (Standard 1.3)	Present information and ideas in Italian to an audience of imaginary home buyers during an in-class open house. (Honors)
ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Demonstrate an understanding of the relationship between the products and perspectives of Italian culture as they compare Italian homes to American homes while viewing a <i>House Hunters International</i> episode.
CCS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text while reading <i>Case per tutti i gusti</i> , an informational passage about Italian homes.
CCS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance understanding of findings, reasoning, and evidence and to add interest in presenting in Italian the creation of a dream home (Conversation & Culture and ACP) or an open house flyer (Honors).
CCS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, focusing on addressing what is most significant for a specific purpose and audience when writing in Italian about a home for sale.
CCS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts in Italian to examine and convey homes and their descriptions through the effective selection, organization, and analysis of content.

ACTFL Presentational Communication  
(Standard 1.3)

Present in Italian their dream home floor plans  
(Conversation & Culture and ACP) or open house  
flyers (Honors) to an audience of listeners.

### Unit Essential Questions

- How does one describe one's home?
- How does one talk about household chores and appliances in Italian?
- How does one talk about future actions and events in Italian?
- What are the main features of Italian homes?
- How do Italians live?
- How do homes and purchasing a home differ between the United States and Italy?
- What role does the home play in Italian society? (Honors)

### Scope and Sequence

- Copying from the textbook, and practicing, vocabulary related to the house
- Viewing and analysis of an episode of *House Hunters International*, keeping a list of key features noted about Italian homes
- Reading and evidence-based analysis of the passage *Case per tutti i gusti* (p. 296)
- Listening to and taking notes on the LearnItalianPod.com podcast episode "How to Rent an Apartment" (ACP and Honors)
- Creation of original dialogues following the structure learned in the podcast (ACP and Honors)
- Instruction in and practice with the future verb tense
- Creation of a dream home vision board, including a fully labeled floor plan, and discussion of living there using the future tense (Conversation & Culture and ACP)
- Creation and presentation of an open house flyer about an Italian home for sale, describing the cultural benefits of living there using the future tense (Honors)
- Copying from the textbook, and practicing, vocabulary related to household chores and appliances
- Reading of *Gli italiani e gli elettrodomestici* (p. 318) while employing new reading strategy (p. 334) (Honors)
- Instruction in and practice with the informal and formal imperatives
- Completion of a unit test

#### Modified activities for Conversation & Culture

- Guided viewing of the *House Hunters International* episode involving further scaffolding
- Guided reading of *Case per tutti i gusti* involving further scaffolding, multiple-choice questions related to the reading's main idea, and completion of the tasks as a whole class with Socratic questioning and modeled thinking
- Students may be taught only the informal imperative, or no imperatives at all

#### Expanded activities for Honors

- Open-ended note-taking during the viewing of the *House Hunters International* episode
- Independent student-led discussion of *Case per tutti i gusti*
- Expanded discussion of homes based on the "How to Rent an Apartment" podcast episode



- Completion of the reading *Gli italiani e gli elettrodomestici* (p. 318) for a discussion on gender roles as they relate to housework

### **Assured Assessments**

#### **Formative Assessment:**

Students will read the *Case per tutti i gusti* passage to assess cultural knowledge of Italian homes. Using reading strategies, vocabulary, and information from class discussions, students will demonstrate acute understanding of what Italian homes are like and what Italians value in their dwellings. They will complete a guided reading sheet to assess their level of mastery. Students will be graded out of 100 points and a standard will be developed by the teacher(s) for the open-ended questions to quantify the information necessary for credit. Students' work should count as a grade in the informal assessments category of the gradebook. For "Goal," students will need to earn 80 out of 100 points. Students who perform below Goal will be led in discussion to clarify misconceptions and errors. This assignment can be differentiated in the way in which students complete the work. For example, struggling students may work in pairs and use think-alouds with, and coaching from, their partners; they may also consult with the teacher, and use resources from their notebooks as needed. For students seeking to obtain "Exemplary," independent, self-paced work is built into the assignment; such students will be encouraged to articulate their answers to the open-ended questions to the highest degree possible and be prepared to explain to their peers how they arrived at their answers, and perhaps lead group discussions as needed.

#### **Summative Assessment:**

To summatively assess Part A of the unit (describing the home) students will complete a home presentation project in which they will combine all the cultural information, grammar, and vocabulary from the unit into either a dream home floor plan (Conversation & Culture and ACP) or an open flyer (Honors) to be presented in class. Students will include elements such as rooms, furniture, expressions, cultural facts, parts of the house, location words, and the future tense to achieve this purpose. Honors students will print their flyers, pass them out in class, and dress up while addressing the Advanced Placement theme of contemporary life. The project will be scored using the World Languages Department Presentational Speaking Rubric and should count as a grade in the formal assessments category of the gradebook. The standard for student mastery will be "Goal" on the rubric, demonstrating that the work is detailed and yet concise enough to be a flyer, not an essay. This assignment can be differentiated for struggling students by providing a template for students to work from. Students seeking to obtain "Exemplary" can create an Italian identity with realistic Italian credentials by researching Italian contact information and including a headshot of themselves; such students can also use additional details and vocabulary discovered on their own.

### **Resources**

#### Core

- Cozzarelli, Julia M. *Sentieri: Attraverso l'Italia contemporanea*. 3<sup>rd</sup> ed. Boston: Vista, 2020. Print. *Lezione 7*.

#### Supplemental

- Lazzarino, Graziana. *Prego! An Invitation to Italian*. 8<sup>th</sup> ed. New York: McGraw-Hill, 2012. Print.

### **Time Allotment**

- Approximately 6-8 weeks

**UNIT 4**  
***Si, Viaggiare!***  
**(Yes, Travel!)**

**Unit Goals**

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Engage in conversations and provide and obtain information by describing transportation and vacations in Italian.
Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Demonstrate an understanding of the relationship between the practices and perspectives of Italian culture as they learn about the way Italians get around and vacation.
CCS.ELA-Literacy.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text while reading about Italian vacations.
CCS.ELA-Literacy.W.9-10.4	In creating a storybook based on an imaginary vacation to Italy, produce clear and coherent writing in Italian in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.SL.9-10.1	In participating in a debate about what vacation type (beach or mountains) is best, initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ISTE Creative Communicator (Standard 6)	In completing a text chat about vacation in the Language Lab using Soloist software, communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

**Unit Essential Questions**

- How does one talk about cars and driving in Italian?
- How does one talk about public transportation in Italian?
- How do Italians get around, and how does that compare with travel in the United States?
- How does one describe vacations in Italian?
- How do Italians vacation?

- How do Italian vacation habits reflect Italian society as a whole?
- How is the conditional mood used to express what would happen under certain circumstances?

### **Scope and Sequence**

- Copying from the textbook, and practicing, vocabulary related to transportation
- Reading and discussion of *In treno o in autobus?*
- Preparation of a transportation itinerary for a trip within Italy
- Note-taking on comparative and superlative structures (Honors)
- Creation of a *Fodor's Travel Guide* comparing transportation in Italy and the United States
- Instruction in and practice with vacation vocabulary
- Preparation for and participation in a debate: Which vacation is best: beach or mountains?
- Reading of *Ferragosto* (from *Prego!*) with a guided reading worksheet, then discussion of Italian vacations and where Italians stay, using *Una vacanza su misura* as a reference.
- Completion of the *Fodor's Travel Guide* with information about vacationing in Italy and where to stay (Honors)
- Quiz on vacation vocabulary and cultural facts about Italian vacations
- Instruction in and practice with the conditional mood
- Completion of a text chat in the Language Lab using the conditional mood to plan a vacation with no limits
- Writing of a storybook about the vacation with no limits, and reading it aloud to a group of peers
- Completion of a unit test

#### Modified activities for Conversation & Culture

- Guided reading of *In treno o in autobus?* involving further scaffolding, multiple-choice questions related to the reading's main idea, and completion of the tasks as a whole class with Socratic questioning and modeled thinking
- Use of graphic organizers to supplement class discussions

#### Expanded activities for Honors

- Inclusion of a formal lesson on comparative and superlative structures in comparing transportation systems and vacations in Italy and the United States
- Creation of a *Fodor's Travel Guide* synthesizing all of the information learned about transportation and travel in Italy

### **Assured Assessments**

#### Formative Assessment:

Students will complete a text chat in the Language Lab using Soloist software to have a conversation with a partner through instant messaging about a vacation they dream about taking rather than the one that they are actually taking. The dialogue will be open-note and provide a chance for students to begin to synthesize vocabulary and the conditional mood. Students will write their skits in pairs without speaking to one another as if it were a direct messaging session over social media. The writing will be scored using the World Languages Department Writing Rubric and should count as a grade in the informal assessments category of the gradebook. For "Goal," students will need to have 5 questions and answers each, using the future tense. This

assignment can be differentiated for struggling students by allowing them to use notes and vocabulary sheets. Students seeking to obtain “Exemplary” can independently learn about current Italian trends in text messaging and try out some shorthand for themselves.

#### Summative Assessment:

At the end of the unit, students will complete a storybook detailing a vacation they dream of taking (preferably the one discussed initially in the text chat). They will be asked to write about the places they would go, the things they would do, the places they would stay, and what they hope for in the future. The storybook will be written in a small Smoosh Book layout with mini-pages illustrated by hand. The project will be scored using the World Languages Department Presentational Speaking Rubric and should count as a grade in the formal assessments category of the gradebook. The standard for student mastery will be “Goal” on the rubric, demonstrating completion of all requirements as well as a main idea to organize the story around. This assignment can be differentiated for struggling students by giving them sentence starters and a guided writing sheet to help frame their rough drafts. Students seeking to obtain “Exemplary” can create on the back of the storybook an “about the author” page with biographical and personal information.

#### Resources

##### Core

- Cozzarelli, Julia M. *Sentieri: Attraverso l’Italia contemporanea*. 3<sup>rd</sup> ed. Boston: Vista, 2020. Print. *Lezione 8*.

##### Supplemental

- Lazzarino, Graziana. *Prego! An Invitation to Italian*. 8<sup>th</sup> ed. New York: McGraw-Hill, 2012. Print.

#### Time Allotment

- Approximately 6-8 weeks

## UNIT 5

### *Offerte di Lavoro* (Job Offers)

#### Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Engage in conversations and provide and obtain information by describing jobs and how to get a job in Italian.
ACTFL Presentational Communication (Standard 1.3)	Present information and ideas in Italian to an audience of imaginary high school students during an in-class mock Career Day.
Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Demonstrate an understanding of the relationship between the practices and perspectives of Italian culture as they learn about the Italian workplace through in-class discussions, readings, and write-to-learn activities.
CCS.ELA-Literacy.RI.9-10.2	With the passage <i>Gli italiani e il lavoro</i> , determine a central idea and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCS.ELA-Literacy.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of <i>Gli italiani e il lavoro</i> .
CCS.ELA-Literacy.W.9-10.4	In creating a job interview skit, produce clear and coherent writing in Italian in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Unit Essential Questions

- What jobs and careers are available in both Italy and the United States?
- What is the process for finding a job?
- What role does work have in Italy?
- How does one present oneself to the working world?
- How does work contribute to a sense of self and to a strong community?
- What shared beliefs do workers hold in Italy?

#### Scope and Sequence

- Copying from the textbook, and practicing, vocabulary related to jobs and careers

- Completion of a Career Day activity in which students act as guest speakers from different fields of work, presenting and describing their jobs to the class
- Reflecting on the jobs heard about during Career Day, and writing about which job suits the individual student best
- Reading and discussion of *I diritti dei lavoratori* (p. 481)
- Reading, analysis, and discussion of the passage *Gli italiani e il lavoro* (Honors)
- Note-taking on the subjunctive mood (Honors)
- Creation of job advertisements using the subjunctive and information learned in the reading *Gli italiani e il lavoro*
- Quiz on jobs and job descriptions
- Instruction in and practice with vocabulary related to the steps to finding a job
- Writing of a cover letter for an imaginary job using a new organizational writing strategy (p. 517) (Honors)
- Writing of a job interview skit highlighting the steps to finding a job, while referring to previously produced cover letters and a sample Italian resume

#### Modified activities for Conversation & Culture

- Review of grammar as needed to prepare for end-of-year assessment
- Use of graphic organizers to supplement class discussions
- Scaling of the *I diritti dei lavoratori* reading based on level

#### Expanded activities for Honors

- Inclusion of the subjunctive mood to describe opinions and beliefs related to jobs
- Writing of a formal cover letter for an imaginary job, with a focused lesson on proper formal letter writing in Italian
- Inclusion of a full reading of *Gli italiani e il lavoro* in addition to *I diritti dei lavoratori* and *I lavori degli immigrati* in Italian (pp. 480-81)

### **Assured Assessments**

#### Formative Assessment:

Students will participate in an in-class mock Career Day in which they will work in groups to present a “guest speaker” to the class. The guest speaker will discuss his/her job, the duties of the job, the requirements of the job, and give advice to the class for career readiness. Students will work in groups of 4 to prepare and present the speech to the class. The guest speaker will have a printed life-size face taped to a ruler to hold up to his/her face like a mask so that it seems as if a guest is actually in the room; this will provide a little humor as well. The presentations will be an opportunity for students to learn the vocabulary in a hands-on way and to listen and learn about a wide range of career choices. The writing will be scored using the Trumbull High School School-Wide Writing Rubric and should count as a grade in the informal assessments category of the gradebook. The standard for student mastery will be “Goal” on the rubric, demonstrating completion of all requirements. For students needing support to achieve Goal, a checklist of items to include in the speech will provide inherent structure and clear-cut steps. Students seeking to obtain “Exemplary” will be encouraged to use not just the job description vocabulary, but also the vocabulary related to finding a job.

#### Summative Assessment:

Students will create a job interview and present it to the class, referring to an Italian resume and prepared cover letter (Honors) in their dialogue, and combining all elements from the chapter:

job description vocabulary, steps to finding a job vocabulary, and the subjunctive mood. The project will be scored using the World Languages Department Presentational Speaking Rubric and should count as a grade in the formal assessments category of the gradebook. The standard for student mastery will be “Goal” on the rubric, meaning that students have described the job, asked questions about the job, talked about how the candidate is a good fit for the job, and offered at least one opinion/belief/requirement during the interview. This assignment can be differentiated for struggling students by giving them a template from which they can work. Students seeking to obtain “Exemplary” can refer to the Italian resume more than once and in more insightful ways.

## **Resources**

### Core

- Cozzarelli, Julia M. *Sentieri: Attraverso l’Italia contemporanea*. 3<sup>rd</sup> ed. Boston: Vista, 2020. Print. *Lezione 11*.

### Supplemental

- Lazzarino, Graziana. *Prego! An Invitation to Italian*. 8<sup>th</sup> ed. New York: McGraw-Hill, 2012. Print.

## **Time Allotment**

- Approximately 6-8 weeks

## **COURSE CREDIT**

One credit in World Languages  
One class period daily for a full year

## **PREREQUISITES**

for Honors: Grade of A- or better in Italian I

for Advanced College-Preparatory: Successful completion of Italian I, or Italian Conversation & Culture I with teacher recommendation

for Conversation & Culture: Successful completion of Italian Conversation & Culture I, or Italian I with teacher recommendation

## **CURRENT REFERENCES**

- Ferri, Elisa, and Maria Cristina Peccianti. *Come Si Dice ...?: Un Libro per Imparare a Comunicare Nelle Diverse Situazioni Della Vita Quotidiana*. Florence: Giunti Demetra, 2008. Print.
- Morel, Stefano. *Passo Avanti in Italiano*. Logan, IA: Amsco, 2002. Print.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School World Languages Interpersonal Speaking Rubric (attached)
- Trumbull High School World Languages Presentational Speaking Rubric (attached)



## Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	<ul style="list-style-type: none"> <li>• Demonstrates exceptional understanding of text by:               <ul style="list-style-type: none"> <li>○ Clearly identifying the purpose of the text</li> <li>○ Providing initial reaction richly supported by text</li> <li>○ Providing a perceptive interpretation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of text by:               <ul style="list-style-type: none"> <li>○ Identifying the fundamental purpose of the text</li> <li>○ Providing initial reaction supported by text</li> <li>○ Providing a clear/straightforward interpretation of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general understanding of text by:               <ul style="list-style-type: none"> <li>○ Partially identifying the purpose of the text</li> <li>○ Providing initial reaction supported by text</li> <li>○ Providing a superficial interpretation of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no understanding of text by:               <ul style="list-style-type: none"> <li>○ Not identifying the purpose of the text</li> <li>○ Providing initial reaction not supported by text</li> <li>○ Providing an interpretation not supported by the text</li> </ul> </li> </ul>
Interpret X_____	<ul style="list-style-type: none"> <li>• Demonstrates exceptional interpretation of text by:               <ul style="list-style-type: none"> <li>○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>○ Constructing insightful and perceptive ideas about the text</li> <li>○ Actively raising critical questions and exploring multiple interpretations of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to interpret text by:               <ul style="list-style-type: none"> <li>○ Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>○ Summarizing main ideas of text</li> <li>○ Actively interpreting text by raising questions and looking for answers in text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general ability to interpret text by:               <ul style="list-style-type: none"> <li>○ Guided reflection and/or revision of initial understanding</li> <li>○ Summarizing some of the main ideas of text</li> <li>○ Guided interpretation of text by locating answers to given questions in text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability to interpret text as evidenced by:               <ul style="list-style-type: none"> <li>○ Struggle to implement guided reflection and/or revision of initial understanding</li> <li>○ Struggle to summarize any main ideas of text</li> <li>○ Struggle to answer questions by locating responses in text</li> </ul> </li> </ul>
Connect X_____	<ul style="list-style-type: none"> <li>• Demonstrates perceptive connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates specific connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to make connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>
Evaluate X_____	<ul style="list-style-type: none"> <li>• Demonstrates insightful evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Critical analysis to create a conclusion supported by the text</li> <li>○ Perceptive judgments about the quality of the text</li> <li>○ Synthesis of text</li> <li>○ Expression of a personal opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Critical analysis to form a conclusion from the text</li> <li>○ Thoughtful judgments about the quality of the text</li> <li>○ Evaluation of text to express personal opinion(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a general evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Formulation of a superficial conclusion from the text</li> <li>○ Assessment of the quality of the text</li> <li>○ Use of text to express personal opinion(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a struggle to evaluate text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Formulation of a conclusion from the text</li> <li>○ Assessment of the quality of the text</li> <li>○ Use of text to express personal opinion(s)</li> </ul> </li> </ul>

## Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> <li>• Establishes and maintains a clear purpose</li> <li>• Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains a purpose</li> <li>• Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a purpose</li> <li>• Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Does not establish a clear purpose</li> <li>• Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>• Reflects sophisticated organization throughout</li> <li>• Demonstrates logical progression of ideas</li> <li>• Maintains a clear focus</li> <li>• Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects organization throughout</li> <li>• Demonstrates logical progression of ideas</li> <li>• Maintains a focus</li> <li>• Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects some organization throughout</li> <li>• Demonstrates logical progression of ideas at times</li> <li>• Maintains a vague focus</li> <li>• May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects little/no organization</li> <li>• Lacks logical progression of ideas</li> <li>• Maintains little/no focus</li> <li>• Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>• Is accurate, explicit, and vivid</li> <li>• Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Is accurate and relevant</li> <li>• Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• May contain some inaccuracies</li> <li>• Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Is inaccurate and unclear</li> <li>• Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>• Demonstrates excellent use of language</li> <li>• Demonstrates a highly effective use of standard writing that enhances communication</li> <li>• Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates competent use of language</li> <li>• Demonstrates effective use of standard writing conventions</li> <li>• Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates use of language</li> <li>• Demonstrates use of standard writing conventions</li> <li>• Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited competency in use of language</li> <li>• Demonstrates limited use of standard writing conventions</li> <li>• Contains errors that make it difficult to determine meaning</li> </ul>

## Trumbull High School World Languages Interpersonal Speaking Rubric

	<b>4 Exemplary</b>	<b>3 Goal</b>	<b>2 Working Towards Goal</b>	<b>1 / 0 Needs Support</b>
<b>Vocabulary</b> concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic-related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate, and effective use of topic-related vocabulary and expressions	Some appropriate and competent use of topic-related vocabulary and expressions	Limited competency and use of topic- related vocabulary and expressions OR Interference from another language
<b>Task</b> concentrates on: fulfillment, elaboration, appropriate context	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked	Fulfills tasks with fewer details than what was asked	Fulfills the task with few to no details
<b>Delivery</b> concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent. Student speaks clearly.  Confident ease of expression throughout.	Pronunciation is effective. Student speaks clearly.  Mostly confident ease of expression throughout.	Pronunciation is adequate. Student speaks with hesitation but with some clarity.  Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect.  Limited ease of expression throughout.
<b>Comprehensibility</b> concentrates on: clarity of message	Can be easily understood by the listener; the message is clear	Can be understood by the listener; the message is mostly clear	Can be somewhat understood; the message is partially clear	Can be understood only with great effort; the message is not clear
<b>Language Use and Structure</b> concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhances communication.	Demonstrates effective use of standard speaking practices.  Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices.  Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices.  Contains errors that make it very difficult to determine communicative meaning.
<b>Other</b>  _____				

## Trumbull High School World Languages Presentational Speaking Rubric

	<b>4 Exemplary</b>	<b>3 Goal</b>	<b>2 Working Towards Goal</b>	<b>1 / 0 Needs Support</b>
<b>Purpose</b> concentrates on: task requirements	Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task	Establishes a purpose; Demonstrates an awareness of audience and task	Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task
<b>Topic Development</b> concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant, accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant, inaccurate, and lacks organization and details
<b>Language Use and Structure</b> concentrates on: target language, vocabulary, grammar	Highly effective use and control of level-appropriate structures	Effective use of level-appropriate structures	Some use of level-appropriate structures	Limited or no use of simple structures
<b>Delivery</b> concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation; Clear voice, engaging presence	Ease of expression; Mostly accurate pronunciation and intonation; Clear voice	Some hesitation; Some inaccurate pronunciation and intonation	Much hesitation; Little to no fluency
<b>Other</b>  _____				

**May add Visual Communication for fifth category of evaluation for presentations.**