



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Italian
Grade 8

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved May 24, 2021

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on May 24, 2021 at 7:21 PM.

The following members of the Board of Education were present:

Present: Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Laura Gamarekian
Absent: Mr. Anthony Delia, Mrs. Kristy Rubin, Mrs. Hilary Turnbull

The following resolution was offered by Mrs. Saha, seconded by Mr. Silverstein and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, to approve the following revised curriculum –

- | | | |
|-------------------|---|----------------|
| • Italian Grade 6 | - | Middle School |
| • Italian Grade 7 | - | Middle School |
| • Italian Grade 8 | - | Middle School |
| • Spanish Grade 6 | - | Middle School |
| • Spanish Grade 7 | - | Middle School |
| • Spanish Grade 8 | - | Middle School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

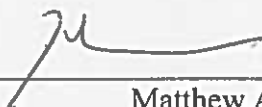
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on May 24, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 25th day of May 2021.

SEAL


Matthew A. Clarke
Business Administrator/Board Secretary



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Mr. Timothy Kielty ~ Principal

Candice Schiano ~ Supervisor of Humanities

Josephine Cioffi ~ Teacher of Italian & Spanish



Unit Overview Template

Content Area: Italian	Grade Level: 8	Unit Title: La Famiglia: Capitolo 4
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Unit Summary: Students will be able to use basic introductions and building blocks of language. Specifically, the unit will talk about extended family members and their relationships. They will describe the activities they do with their families using “ere” verbs in the present tense. They will learn review numbers and be able to use them to say how old family members are. They will be able to describe activities they do with their families using “ere” verbs in the present tense as well as recycling of the verbs avere, essere, and “are” verbs.

Primary Interdisciplinary Connections:

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy **X** Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will include additional extended family member vocabulary. Students will learn a variety of regular ere verbs in the present tense. They will also recycle the verbs to be and to have in order to describe imaginary families.

Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Learning Targets

Standards: **7.1 World Languages:** World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.

Technology: Advocate and practice safe, legal, and responsible use of information and technology. Exhibit leadership for digital citizenship.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NM.A.1	- Recognize a few common gestures and cultural practices associated with the target culture(s). - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. - Identify familiar people, places, and objects based on simple oral and/or written descriptions. - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.A.2	
7.1.NM.A.3	
7.1.NM.A.4	
7.1.NM.A.5	
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. - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. - Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
7.1.NM.B.2	
7.1.NM.B.3	
7.1.NM.B.4	
7.1.NM.B.5	
7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4	- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. - Copy/write words, phrases, or simple guided texts on familiar topics. - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
SEL.PK-12.1.3 SEL.PK-12.1.4 SEL.PK-12.3.4 SEL.PK-12.5.2 9.2.12.C.5	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

9.4.12.TL.4

- Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
- Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Unit Essential Questions:

- What traditions do Italian families have in common with American families?
- How do I read a family tree?
- How do I describe imaginary families?
- What are your family extended members?
- What are your extended family members' relationships?
- How can I speak using ere verbs in the present tense?
- How can I describe the activities I do with my family?
- How old are my family members?

Unit Enduring Understandings:

The learner will be able to:

- Describe family relationships and basic information exchanges.
- Say what relationships family members have
- Use ere correctly in the present tense
- Describe family activities
- Review avere as it pertains to age, and the number of family members they have
- Review “are” verbs as it can be used to review what families do together

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation. They will be able to recognize and identify extended family members and express their relationships using a family tree. Ere and ire verbs in the present tense will be used with family member vocabulary to describe family activities. Recycling of the verb AVERE will be used to express the age of family members, as well as how many siblings, cousins etc. they have. ESSERE will be used to express descriptions.



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence of Learning

Summative Assessment: Students will work on a “*Mia Famiglia Imaginaria*” project based assessment, where they will describe an imaginary family in Italian, in addition to quizzes and tests.

Equipment Needed: laptop, projector

Teacher Resources: Avanti con L’Italiano Textbook, imaginary family photos, authentic target language resources and realia

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self assessments



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plans

Lesson	Time Frame
Lesson 1 Mia Famiglia	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Il Presente dei Verbi "Ere"	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Giochiamo con i verbi "Ere"	5 days: 42 minutes classes meet every other day 2-3 X's per week

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, verb charts, and family photos

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.mhhe.com/prego7

www.bingobaker.com

<https://yabla.com>

<https://kahoot.com/>

www.conjuegemmos.com



Lesson Plan 1 Template

Content Area: Italian Lesson Title: Mia Famiglia Time Frame: 1-2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Geography and Communication Arts

Integration of Technology: Powerpoint

Equipment Needed: laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify family members - Describe family members from family photos on a powerpoint	Lesson Sequence - Do Now: worksheet of family members in matching format - Students groups of 2-3, will each receive a picture of a family. - Students will ask one another who each family member is. - Students will use their vocabulary to express age & relationships. - Each group will draw a family tree for their imaginary family. - Q/A with each other about their photos. - Exit card: Labeling a family tree with limited vocabulary.	- Classroom participation - Using the appropriate possessive adjective agreement - Presenting their family - Exit cards - Practice games & quizzes



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists supplied to aid and assist the learner as well and model conversation for question and answer portions.

Resources Provided:

- Samples of older projects
- Adjective of personality and appearance vocabulary
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Website links



Lesson Plan 2 Template				
Content Area:	Italian	Lesson Title:	Il Presente dei Verbi “Ere”	Time Frame: 2 days
Lesson Components				
<u>21st Century Themes</u>				
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy				
<u>21st Century Skills</u>				
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Communication Arts				
Integration of Technology: powerpoint, keynote, iMovie				
Equipment Needed: projector, laptop				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe the activities one does with their family using ERE verbs	Lesson Sequence - Do now: view ppt of, ere verbs - Students will use ere verbs in context of things they do as a family. - Using their imaginary family photo, they are to generate 3-4 sentences of activities from their ERE verbs that they do as a family. - Pair=share with other groups - Closing activity: After sharing the information about their families, each student will write 2 sentences about their partner's family.	- Class participation - Using the appropriate subject and verb agreement - Exit cards - Online Practice games & quizzes



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists supplied to aid and assist the learner as well and model conversation for question and answer portions.

Resources Provided:

- Samples of older projects
- Adjective of personality and appearance vocabulary
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Powerpoint project samples



Lesson Plan 3 Template

Content Area: Italian Lesson Title: Giochiamo con i verbi “ere” Time Frame: 2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Powerpoint, keynote or iMovie

Equipment Needed: projector, laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Practice “ERE” verbs in the present tense	Lesson Sequence - Do now: students will see sample sentences that have been already used with IRE verbs - They will then try to figure out what they mean and how they apply to the pronouns they already know. - Students will then go to random.org/dice to play a dice board game with the verbs. - The numbers on the dice correspond to a subject pronoun. Students will then change the corresponding verb to match the dice. - Practice saying the verb with its pronoun. - Peers will make sure it is correct by using their charts and diagrams.	- Class participation - Using the appropriate subject verb agreement - Peer/self assessments - Exit cards - Practice games & quizzes on Kahoot.com and cram.com - Board games, tic tac toe games



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

7. Closing activity: In order to check for subject and verb agreement understanding, students will fill in sentences using the verb charts created in class.

Differentiation:

Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Essere verb chart supplied to aid and assist the learner as well and model conversation for question and answer portions.

Resources Provided:

www.random.org/dice



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Italian	Grade Level: 8	Unit Title: La Famiglia: Capitolo 4
Created: Josephine Cioffi	Board Approved on:	



Unit Overview Template

Content Area: Italian	Grade Level: 8	Unit Title: La Casa e I Mobili Capitolo 5
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Unit Summary: Students will be able to use basic introductions and building blocks of language. Specifically, the unit will talk about different types of homes and furniture. They will describe homes using rooms and furnishings. They will learn ordinal numbers and be able to use them to say how many floors are in their home or building. They will be able to describe activities they do in their homes using "ire" and "isc" spell change verbs in the present tense as well as recycling of the verbs avere, essere, "are and "ere" verbs.

Primary Interdisciplinary Connections:

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy **X** Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will serve as an introduction to describing one's home and furnishings.. Students will learn a variety of furniture vocabulary as well as ordinal numbers. They will describe the activities they do in their homes using "Ire" and "Isc" spell change verbs.

Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informa career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Learning Targets

Standards: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.2-4

Content Statements: 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.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NM.A.1	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.
9.2.12.C.5	Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Unit Essential Questions:

- How do you describe your room?...your dream home?
- How do you describe the activities you do in your home?
- What furnishing does your home have?
- What activities can I do in my home?
- What does an advertisement look like for a home for sale in Italy?
- What are the types of homes one can find in Italy?

Unit Enduring Understanding:

The learner will be able to:

- Describe their home and furnishings
- Basic information exchanges about their home and rooms
- Say what they look like, descriptions recycling adjectives
- Say what their dream home would be like
- Say the activities they do in their homes

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation. They will be able to recognize and identify types of homes and furnishings and use them in the proper context. "Ire" and "Isc" spell change verbs in the present tense will be introduced. Ordinal numbers will be learned and applied to the floors of homes and buildings.



Evidence of Learning

Summative Assessment:

Students will work on a “*La Casa dei Miei Sogni?*” project based assessment, where they will describe their dream home in Italian, in addition to quizzes and tests. Students will also focus on describing their rooms and furnishings. Ire and Isc spell change verbs will allow them a chance to express the activities they prefer to do in their homes.

Equipment Needed: Laptop, projector

Teacher Resources: Avanti con L’Italiano Textbook, authentic target language resources and realia

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self-assessments



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Lesson Plans

Lesson	Time Frame
Lesson 1 La Mia Stanza	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Il Presente dei verbi "ire"	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 La Casa dei miei Sogni	5 days: 42 minutes classes meet every other day 2-3 X's per week

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources

Curriculum Development Resources/Technology Resources:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources

www.yabla.com

www.conjuegemos.com



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Lesson Plan 1 Template

Content Area: Italian Lesson Title: La Mia Stanza Time Frame: 2-3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Art

Integration of Technology: powerpoint, videos, podcasts

Equipment Needed: laptop , projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe their bedroom in Italian	Lesson Sequence - Do now: View PowerPoint of furniture. - Students will use powerpoint or keynote to design their ideal bedroom. - Create a bedroom, then label the images of furniture vocabulary from our unit. - Include: Description sentences about their rooms after labeling the furniture. - Pair-Share their projects with the class.	- Class participation - Using the adjectives to describe size and color of room - Presenting iMovies, or PowerPoint for peer/self assessments - Exit cards
Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Essere verb chart supplied to aid and assist the learner as well and model conversation for question and answer portions. Adjective charts supplied to help students with endings.		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Resources Provided:

- Samples of older projects
- Adjective of personality and appearance vocabulary
- Adjective charts with endings and rules
- ARE, ERE and IRE verb charts
- Vocabulary for the house and furniture
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Website links



Lesson Plan 2 Template			
Content Area:	Italian	Lesson Title:	Il Presente dei Verbi “Ire”
		Time Frame:	2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Communication Arts			
Integration of Technology: videos, powerpoint, podcasts			
Equipment Needed: laptops, projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - View a powerpoint with ire verbs - Complete charts with ire verbs - Practice by playing tic tac toe	Lesson Sequence - Do now: Using a PowerPoint of ire verb paradigm they will copy IRE verb. - Each group will get IRE verb flashcards and teach their verb to class. - Each student will copy into their charts each verb. - Using tic-tac-toe boards, they will play using IRE verbs. - Exit Card: write 2 -3 sentences using IRE verbs.	- Class participation - Using the appropriate subject and verb agreement - Presenting iMovies, or ppt for peer/self assessments - Exit cards - Practice games & quizzes on Kahoot.com and cram.com
Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

adjusted and modified according to IEPs and 504 plans. Essere verb chart supplied to aid and assist the learner as well and model conversation for question and answer portions. Adjective charts supplied to help students with endings.

Resources Provided:

- Samples of older projects
- Pictures of homes and furnishings
- Ordinal number vocabulary
- “IRE” verb charts and powerpoint
- Rubrics for writing, speaking, and peer evaluation
- Textbook Website links



Lesson Plan 3 Template

Content Area: Italian Lesson Title: La Casa dei miei Sogni Time Frame: 3-4 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Art

Integration of Technology: powerpoint, videos, podcasts

Equipment Needed: laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Design their dream home and then talk about their design in Italian	Lesson Sequence 1. Do now: Students will be shown sample projects. 2. Individually design their dream home along with furnishings in Italian. 3. They will label rooms and furniture on their floor plan. 4. They will write 8 sentences about their home and then tell the class about it. 5. The audience identifies the furniture and rooms that were shown in each presentation as a listening activity.	- Class participation - Using the appropriate nouns and adjectives with home and furnishings vocabulary - Exit cards - Practice games & quizzes on Kahoot.com.
Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Essere verb chart supplied to aid and assist the learner as well and model conversation for question and answer portions. Adjective charts supplied to help students with endings. Students will receive sentences to fill in about the story along with a word bank.		



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Resources Provided:

- Pictures of Italian homes
- Vocabulary list
- Floor plan templates
- Furniture and home vocabulary lists
- Sample projects
- Verb charts



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area:	Italian	Grade Level:	8	Unit Title:	La Casa e I Mobili: Capitolo 5
Created:	Josephine Cioffi	Board Approved on:			



Unit Overview Template

Content Area:	Italian	Grade Level:	8	Unit Title:	L'Ambiente Capitolo 6
Unit Summary: Students will be able to use basic introductions and building blocks of language. Specifically, the unit will include: weather, season vocabulary as well as recycling of feelings vocabulary, and months. The present tense of irregular ARE verbs: stare, dare and fare will be introduced. It will also include describing their environment. Weather in Italy as it uses celsius rather than fahrenheit.					
Primary Interdisciplinary Connections: 21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will serve as an introduction to describing the weather, season and environment. Students will learn a variety of idiomatic expressions that work with stare, dare and fare. The vocabulary will also include places to visit such as the beach and the mountains.				
Career Readiness (Standard 9):	Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.				

Learning Targets

Standards:	7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.2-4				
Content Statements:	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.				
CPI#:	Cumulative Progress Indicator (CPI):				
7.1.NM.A.1	Recognize a few common gestures and cultural practices associated with the target culture(s).				
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.				
7.1.NM.A.3	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.				
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.				
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.				



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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. - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. - Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
7.1.NM.B.2	
7.1.NM.B.3	
7.1.NM.B.4	
7.1.NM.B.5	
7.1.NM.C.2	- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. - Copy/write words, phrases, or simple guided texts on familiar topics. - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.3	
7.1.NM.C.4	
SEL.PK-12.1.3	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.1.4	
SEL.PK-12.3.4	
SEL.PK-12.5.2	
9.2.12.C.5	- Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures. - Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
9.4.12.TL.4	

Unit Essential Questions:

- What is the weather like today?
- What season are we in?
- What months are in each season?
- What activities do I do in the mountains?
- What activities do I do at the beach?
- What are some famous beaches, and national parks in Italy?

Unit Enduring Understandings:

The learner will be able to:

- Describe the weather
- Describe the season
- Say how they feel using stare
- Say what they do using fare expressions
- Say what they give using dare
- Compare and contrast fahrenheit vs celsius

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation about the weather, seasons and months. They will be able to recognize and identify weather expressions that go with each season. Learn about the national parks of Italy and the celsius temperature scale.



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Evidence of Learning

Summative Assessment:

Students will work on a “*Il Pronostico del Tempo*” project based assessment, where they will describe weather in an Italian city for one week.

Equipment Needed: laptop, projector

Teacher Resources: **Avanti con L’Italiano** Textbook, authentic target language resources and realia

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self-assessments



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Lesson Plans

Lesson	Time Frame
Lesson 1 Il Pronostico del Tempo	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Come stai?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Che cosa fai oggi?	5 days: 42 minutes classes meet every other day 2-3 X's per week

Teacher Notes: Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources

Curriculum Development Resources/Technology Resources:

www.mhhe.com/prego7

www.conjuegemos.com

www.yabla.com

www.bingobaker.com

www.kahoot.com

www.ilmeteo.com

<https://www.rapidtables.com/convert/temperature/celsius-to-fahrenheit.html>



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Lesson Plan 1 Template

Content Area: Italian Lesson Title: Il Pronostico del Tempo Time Frame: 2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Geography

Integration of Technology: powerpoint, iMovie, videos, and podcasts

Equipment Needed: laptops, projector, backpack with mini objects interactive notebook page

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify geographically locate their Italian city - Use the weather expressions to chart the weather for one week - Convert Celsius to Fahrenheit	Lesson Sequence - Students will be asked to randomly select an Italian city - They will use www.ilmeteo.com to chart the weather for one week in Italian city. - Using PowerPoint, create a weather forecast for one week using images of weather. - Say what the temperature is in Celsius then convert to Fahrenheit. Sites to assist students: www.ilmeteo.com and https://www.rapidtables.com/convert/temperature/celsius-to-fahrenheit.html	- Class participation - Using the appropriate weather expressions - Identify city on map - Presenting iMovies, or ppt for peer/self assessments - Exit cards



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- | | | |
|--|---|--|
| | 5. Exit card: Label a worksheet about weather with proper vocabulary. | |
|--|---|--|

Differentiation:

Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. weather vocabulary charts supplied to aid and assist the learner as well and model conversation for question and answer portions. Adjective charts supplied to help students with endings and school and classroom objects vocabulary lists

Resources Provided:

- Samples of older projects
- Pictures and weather cards
- Celsius-fahrenheit converter
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- www.ilmeteo.com
- <https://www.rapidtables.com/convert/temperature/celsius-to-fahrenheit.html>
- Website links



Lesson Plan 2 Template		
Content Area: Italian	Lesson Title: Come Stai?	Time Frame: 2 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Geography		
Integration of Technology: videos, podcast, online floor plans, powerpoints		
Equipment Needed: laptop, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Write a dialogue using formal address between a professor and student - Present dialogues to class - Interpret dialogues	Lesson Sequence - Students will read sample formal conversations in Italian. - With a partner they will write their own formal conversations. - Peer edit conversations. - Present conversations to class. - The students will receive a checklist with pictures of feelings and emotions. This will enable them to check off what they hear in the conversations as they are presented.	- Class participation - Using the appropriate feeling adjectives with stare verb - Exit cards



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Differentiation:

Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. STARE verb chart supplied to aid and assist the learner as well and model conversation for question and answer portions. Feelings vocabulary list will be included.

Resources Provided:

- Samples of older projects
- Pictures and adjective cards
- Stare charts
- Sample conversations
- Feelings vocabulary list
- Rubrics for writing, speaking, and peer evaluation
- Textbook Website links



Lesson Plan 3 Template		
Content Area: Italian	Lesson Title: Che cosa fai?	Time Frame: 2-3 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Communication Arts		
Integration of Technology: videos, podcasts		
Equipment Needed: laptop, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use the FARE verb and expressions to express leisure activities • Say what you do in spare time	Lesson Sequence 1. Do now: PowerPoint on activities 2. Students will say what they like to do using fare and flashcards. 3. Using flashcards they will say whether they like to do leisure activities. 4. Next, they will say what they do in their spare time. 5. Exit ticket: Fill in what their friend does in their spare time.	• Class participation • Using the fare and expressions to say what they do in their leisure • Exit cards • Practice games & quizzes
Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. FARE verb chart supplied to aid and assist the learner as well and model conversation for question and answer portions. Fare activities/leisure activities that use fare vocabulary lists.		



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Resources Provided:

- Samples of older projects
- Stare charts
- Feelings vocabulary list
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Website links



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Italian	Grade Level: 8	Unit Title: L'ambiente: Capitolo 6
Created: Josephine Cioffi	Board Approved on:	



Unit Overview Template

Content Area:	Italian	Grade Level:	8	Unit Title:	I Negozi e I Mercati Capitolo 7
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Unit Summary: Students will be able to use basic introductions and building blocks of language. Specifically, the unit will include: store and food vocabulary. They will be able to say they go to these stores by using Andare . They will also use a variety of Andare expressions to say how they get to that place. It will include foods that one can buy at each store. Students will explore Italian food and create a regional food menu. Irregular verbs “ERE” verbs potere, dovere and volere, to say what they can do and what they want to eat.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will serve as an introduction to Italian stores and marketplaces. Students will learn a variety of food vocabulary. In addition, they will learn how to say they go from place to place and how they get there. They will create a regional food menu. Students will be able to say what they can do and what they want using volere, potere and dovere.

Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Learning Targets

Standards: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.2-4

Content Statements: 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.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NM.A.1	- Recognize a few common gestures and cultural practices associated with the target culture(s). - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. - Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.2	
7.1.NM.A.3	
7.1.NM.A.4	



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7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. - Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
7.1.NM.B.2	
7.1.NM.B.3	
7.1.NM.B.4	
7.1.NM.B.5	
7.1.NM.C.2	- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. - Copy/write words, phrases, or simple guided texts on familiar topics. - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.3	
7.1.NM.C.4	
SEL.PK-12.1.3	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.1.4	
SEL.PK-12.3.4	
SEL.PK-12.5.2	
9.2.12.C.5	- Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures. - Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
9.4.12.TL.4	

Unit Essential Questions:

- What are food stores like in Italy?
- What foods can I buy at the supermarket?
- What are Italian markets like?
- What do I buy at the supermarket?
- What are some regional foods of Italy?
- How do I go to school, home etc.?
- Which store do I go to?
- How do I get what I want?
- What do I have to do?
- What can I do?

Unit Enduring Understandings:

The learner will be able to:

- Describe foods
- Say where they go and how they get there
- Culturally compare supermarkets Italian vs. American
- Learn about Italian foods
- Express what they want
- Express what they have to do



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- Express what they can do
- Categorize what foods can be purchased at certain stores

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation about food shopping. They will be able to recognize and identify foods and store vocabulary. Use the verb *andare* to go to express how they go to places and where they go. Use *potere*, *dovere* and *volere* so they can express what they can do, what they have to do and what they want.

Evidence of Learning

Summative Assessment: Students will work on a “*Menu della regione...*” menu project based assessment, where they will create a menu based on food of a particular region of Italy. They will also order from the menu using a *volere*.

Equipment Needed: Laptop, projector

Teacher Resources: Textbook, authentic target language resources and realia

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self-assessments
- 3-2-1 countdown
- Classroom polls



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Lesson Plans

Lesson	Time Frame
Lesson 1 I Negozi e I Mercati	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Dove vai? Cosa compri?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Un Ristorante Italiano	5 days: 42 minutes classes meet every other day 2-3 X's per week

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[www.mhhe.com/prego 7](http://www.mhhe.com/prego7)

www.yabla.com

www.bingobaker.com

Google currency converter



Lesson Plan 1 Template

Content Area: Italian Lesson Title: I Negozi e I Mercati Time Frame: 2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Geography

Integration of Technology: bingo baker, videos

Equipment Needed: Laptop, projector, fake food

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify the marketplace stands and food sold there	Lesson Sequence: - Student to do vocabulary shopping list. - Students created posters that represent each store front. They will have to shop using their lists. - They will take turns being a vendor and buyer. - Students will be asked to walk around the shops to buy various food items sold there. - Exit card: add up what they purchased and convert to Euros. - What extra items did they buy? What was forgotten? - Closing activity: Using the shopping list created at the beginning of class, they are to tell their partner what they purchased using the	- Class participation - Using the appropriate food and marketplace vocabulary - Role Playing - Exit cards



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appropriate food
vocabulary.

Differentiation:

Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. ANDARE verb chart supplied to aid and assist the learner as well and model conversation for question and answer portions. Food vocabulary will be provided. Irregular “ere” verb charts provided: potere, volere and dovere.

Resources Provided:

- Samples of older projects
- Pictures and food cards
- Fake euros
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Google currency converter
- Website links



Lesson Plan 2 Template			
Content Area:	Italian	Lesson Title:	Dove vai? Cosa Compri? Time Frame: 2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Geography, Art			
Integration of Technology: powerpoint, keynote or iMovie to create a schedule			
Equipment Needed: laptop, projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Converse with a friend by telling them where they are going and what they are buying	Lesson Sequence - Students will fill a conversation cloze activity. - They will then recreate their own conversation by filling in appropriate vocabulary. - They will tell their partner where to go and what they buy. - Partners will share their projects in Italian with class. - Closing activity: Using a sheet with vocabulary from the food/market place unit, students will check off the food items that they can identify on their sheet.	- Class participation - Using the appropriate food and marketplace vocabulary - Exit cards - Vocabulary sheet with images



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Differentiation:

Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. ANDARE verb chart supplied to aid and assist the learner as well and model conversation for question and answer portions. Food vocabulary will be provided. Irregular “ere” verb charts provided: potere, volere and dovere.

Resources Provided:

- Samples of older projects
- Pictures and food cards
- Fake euros
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Google currency converter
- Website links



Lesson Plan 3 Template		
Content Area: Italian	Lesson Title: Un Ristorante Italiano	Time Frame: 5 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Geography, Art, Math		
Integration of Technology: videos, podcasts, google currency converter		
Equipment Needed: laptop, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Order food from different regions of Italy using peer created menus	Lesson Sequence 1. Pair share menus 2. Students in groups of two or three will order food from the peer created menus. 3. Students will order while peer groups will take the orders. 4. Students will say what they want using the verb to want. 5. Answer comprehension questions in Italian with multiple choice answers in English to check for understanding. 6. Students will vote on which system they think is better.	- Class participation - Think pair share - Exit cards - Classroom polling - Role playing
Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. ANDARE verb chart supplied to aid and		



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assist the learner as well and model conversation for question and answer portions. Food vocabulary will be provided. Irregular “ere” verb charts provided: potere, volere and dovere.

Resources Provided:

- Samples of older projects
- Pictures and food cards
- Fake euros
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Google currency converter
- Website links



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Italian	Grade Level: 8	Unit Title:	I Negozi e I Mercati Capitolo 7
Created: Josephine Cioffi	Board Approved on:		



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IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension