



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

Springfield Public Schools
Springfield, New Jersey 07081

Italian
Grade 7

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



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

**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

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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.

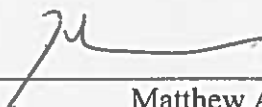
MOTION CARRIED

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



Unit Overview Template

Content Area: World Language: Italian	Grade Level: 7	Unit Title: Come Sono Io? Capitolo 2a: Part 1
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Unit Summary: Students will be able to use basic introductions and building blocks of language. Specifically, the unit will include: personality adjectives, psychological adjectives, colors, and the verb "essere". It will also include describing oneself, family members and friends, describing ones hair and eye color, review of subject pronouns and an introduction to adjective agreement. Interrogatives words such as: Chi?, Com'e`? Como sono? will be used in conversations.

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 oneself and others. Students will learn a variety of adjectives of appearance and personality to use along with the verb "to be", "essere."

Career Readiness (Standard 9):

Learning Targets

Standards: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.2-4, Tech 8.1.B.C.1, Tech 8.1.8.C.1

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 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5	- 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.B.1 7.1.NM.B.2 7.1.NM.B.3	- 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.



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.
8.1.B.C.1	Collaborate with peers by participating in interactive digital games or activities.
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Unit Essential Questions:

- How do you describe yourself?
- How do you describe your friends?
- What is your hair and eye color?
- What are you like?
- What are your family members?
- What are your family members like?
- What is your best friend like?
- Come sono io?
- Chi sei?
- Di che colore sono i tuoi capelli? occhi?
- Com'è il tuo amico/la tua amica?

Unit Enduring Understandings:

The learner will be able to:

- Describe themselves and others using complete basic information exchanges.
- Say what they are like
- Say what their friends are like
- Describe their hair and eye color
- Describe famous people
- Say who their family members are
- Describe family members

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation. They will be able to recognize and identify adjectives and use them in the proper context. The verb to be “essere” will be emphasized and used along with the adjectives with proper agreement in gender and number.



Evidence of Learning

Summative Assessment: Students will work on a “*Come sono io?*” project based assessment, where they will describe themselves in Italian, in addition to quizzes and tests.

Equipment Needed: laptop, projector

Teacher Resources: **Avanti con L’Italiano** Textbook, youtube videos, 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



Lesson Plans

Lesson	Time Frame
Lesson 1 Come sono io?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Com'e` lui/lei?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Essere-to be	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/prego7

www.bingobaker.com

<https://yabla.com>

View video <https://www.youtube.com/watch?v=NuUtmB3opqI>

Italian verb to be : il verbo ESSERE conjugation and phrases

www.tagxedo.com

www.wordle.org

<https://kahoot.com/>



Lesson Plan 1 Template

Content Area: World	Lesson Title: Come sono io?	Time Frame: 1-2 days
Language: Italian		

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: use of word cloud website to create word clouds

Equipment Needed: laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe himself/herself - To create a word cloud with Italian adjectives	Lesson Sequence 1. Do Now: create a list of adjectives about yourself 2. Students will ask one another what they are like and provide a reply based on the list created. 3. Students will use wordle.org or tagxedo.com to create a word cloud. 4. Before printing students will share their work for peer editing. 5. q/a with each other using word clouds.	- Classroom participation - Using the appropriate adjective agreement - Presenting word clouds for peer/self assessments



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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. 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: World Language: Italian	Lesson Title: Com'e` lui/lei?	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: powerpoint, keynote, iMovie			
Equipment Needed: projector, laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describing a friend or famous person - Com'e` lui/lei?	Lesson Sequence - Do now: view ppt of famous people, one masculine and one feminine. - Students to discuss attributes of the famous people. - Either choose a good friend or famous person to describe in Italian. - Include: name, descriptions using adjectives of personality and appearance, nationality, hair and eye color.	- Classroom participation - Using the appropriate adjective agreement - Presenting imovies, or ppt for peer/self assessments



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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. 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:	World Language: Italian	Lesson Title: essere o non essere?	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 as it applies to European nations and nationalities.			
Integration of Technology: creating powerpoint, keynote or iMovie			
Equipment Needed: projector, laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Introduction to verb essere-to be	Lesson Sequence - Do now: students will see sample sentences that have been already used in class with adjectives. - They will then try to figure out what they mean and how they apply to the pronouns they already know. - View video: Italian verb to be : il verbo ESSERE conjugation and phrases Link: https://www.youtube.co	- Class participation - Using the appropriate subject verb agreement - peer/self assessments



[m/watch?v=NuUtmB3opqI](https://www.youtube.com/watch?v=NuUtmB3opqI):

4. Students will fill out verb chart.
5. Use flash cards to play concentration.
6. Practice saying the verb with its pronoun.
7. Exit card

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:

- <https://www.youtube.com/watch?v=NuUtmB3opqI>



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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 connections 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 the 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:	World Language: Italian	Grade Level:	7	Unit Title:	Come sono io? Capitolo 2a: part 1
Created:	2019	Board Approved on:			



Unit Overview Template

Content Area:	World Language: Italian	Grade Level:	7	Unit Title:	Come siamo? Capitolo 2b: Part 2
Unit Summary: Students will be able to use basic introductions and building blocks of language. Specifically, the unit will include: personality adjectives, psychological adjectives, colors, and the verb "essere.". It will also include describing oneself, family members and friends, describing ones hair and eye color, review of subject pronouns and an introduction to adjective agreement. Interrogatives words such as: Chi?, Com'e`? Como sono? will be used in conversations.					
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 oneself, family members and friends.. Students will learn a variety of adjectives of appearance and personality to use along with the verb to be, "essere." The focus on this unit is now to be able to express what they learned in the first half of the unit and apply it to plurals or groups of people.					
Career Readiness (Standard 9):					

Learning Targets

Standards: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.2-4, Tech 8.1.B.C.1, Tech 8.1.8.C.1	
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. - 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.
7.1.NM.B.2	



7.1.NM.B.3	- 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.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	
8.1.B.C.1	- Collaborate with peers by participating in interactive digital games or activities. - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.C.1	

Unit Essential Questions:

- How do you describe others?
- How do you describe your group of friends?
- What is their hair and eye color?
- What are they like?
- What is your friends like?
- How do I describe my family?
- How do I express family relationships?
- Come siamo noi?
- Chi sono?
- Di che colore sono i tuoi capelli? occhi?
- Come sono i tuoi amici?

Unit Enduring Understanding:

The learner will be able to:

- Describe themselves and others using complete
- Basic information exchanges.
- Say what they are like
- Say what their friends are like
- Describe their hair and eye color
- Describe famous groups of people
- Expressing family relationships

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation. They will be able to recognize and identify adjectives and use them in the proper context. The verb to be “essere” will be emphasized and used along with the adjectives with proper agreement in gender and number.



Evidence of Learning

Summative Assessment: Students will work on a “*Come sono io?*” project based assessment, where they will describe themselves in Italian, in addition to quizzes and tests. Students will also focus on describing groups and reading Snow White so they can identify pluralized adjectives.

Equipment Needed: Laptop, projector

Teacher Resources: **Avanti con L’Italiano** Textbook, youtube videos, 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



Lesson Plans

Lesson	Time Frame
Lesson 1 Come siamo?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Una foto di Gemelli Identici	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Biancaneve	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

<https://www.youtube.com/watch?v=QZT2ccrcgdo>



Lesson Plan 1 Template

Content Area: World	Lesson Title: Come Siamo?	Time Frame: 2-3 days
Language: Italian		

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: powerpoints, podcasts

Equipment Needed: laptop , projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe a group in Italian	Lesson Sequence 1. Do now: view ppt of famous people groups that have similar attributes. 2. Students to discuss attributes of the groups. 3. Choose 2 famous people to describe with similar features be able to use adjective agreement in gender and number. 4. Include: names, descriptions using adjectives of personality and appearance, nationality, hair and eye color.	- Class participation - Using the appropriate adjective agreement with plurals and groups - Presenting imovies, or ppt for peer/self assessments



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.

Resources Provided:

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



Lesson Plan 2 Template		
Content Area: World Language: Italian	Lesson Title: Gemelli Identici	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 as it applies to European nations and nationalities.		
Integration of Technology: powerpoints, podcasts		
Equipment Needed: laptops, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - View a powerpoint with identical twins - Describe the twins using adjectives in the plural	Lesson Sequence - Do now: Using a ppt pictures of Identical twins students will orally describe. - Each group will get a set of twins and practice pluralizing adjectives with the cards given. - Q/A exchanges using what are they like? They are... - Exit: write 2 -3 sentences about your set of twins.	- Class participation - Using the appropriate adjective agreement in plurals - Exit cards



- | | | |
|--|---|--|
| | 5. Share with class, while class does listening based on descriptions heard by peers. | |
|--|---|--|

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.

Resources Provided:

- Samples of older projects
- Pictures and adjective cards
- Adjective of personality and appearance vocabulary
- Adjective charts with endings and rules
- Rubrics for writing, speaking, and peer evaluation
- Textbook Website links



Lesson Plan 3 Template		
Content Area: World Language: Italian	Lesson Title: Biancaneve	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: powerpoint, podcasts		
Equipment Needed: laptops, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Place the Snow White story into a storyboard	Lesson Sequence - Do now: students will be given pictures from story to place in sequencing order - In groups they will come up with a couple of sentences describing each picture. - With groups they will create a storyboard and include captions from the story. - They may also try to change the story line.	- Class participation - Using the appropriate adjective agreement in singular & plurals - 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. Students will receive sentences with fill about the story along with word bank.

Resources Provided:

- Pictures
- Vocabulary list
- Story visuals
- Storyboard template



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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 connections 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 the 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:	World Language: Italian	Grade Level: 7	Unit Title:	Come siamo? Capitolo 2B: Part 2
Created:	2019	Board Approved on:		



Unit Overview Template

Content Area:	World Language: Italian	Grade Level:	7	Unit Title:	La Scuola Capitolo 3A: Part 1
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Unit Summary: Students will be able to use basic introductions and building blocks of language. Specifically, the unit will include: classroom vocabulary, adjectives pertaining to school, recycling of color vocabulary, and the present tense of ARE verbs.. It will also include describing their classes and items they carry in their backpacks. A review of subject pronouns as it pertains to subject and verb agreement will be incorporated. Adjective agreement as it will be used to describe their school subjects and the colors of classroom objects. Interrogatives words such as: Chi?, Quando? Com'e`? will be used in conversations. Numbers 1-60 will be reviewed as time telling will also be introduced as it will be used to describe the school schedule.

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 ones school day as well culturally learning about the Italian student. Students will learn a variety of adjectives and nouns that pertain to school along with the present tense of the verbs ending in ARE. The focus on this unit is now to be able to talk about their schedules and compare and contrast the life of an American middle school student with that of an Italian middle school student.

Career Readiness (Standard 9):

Learning Targets

Standards: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.2-4, Tech 8.1.B.C.1, Tech 8.1.8.C.1

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.



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	
8.1.B.C.1	• Collaborate with peers by participating in interactive digital games or activities. • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.C.1	

Unit Essential Questions:

- What is inside my backpack?
- What do I study?
- How do I express myself in the present tense?
- What is my school day like?
- How do I tell time in Italian?
- What is my classroom like?
- What are my classes like?
- What color is my pen?
- What are my teachers like?

Unit Enduring Understandings:

The learner will be able to:

- Describe their school day
- Say what they study
- Say what their classes are like
- Describe the color of classroom supplies
- Describe their teachers
- Compare and contrast the American student vs the Italian student

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation about their school day. They will be able to recognize and identify adjectives as they pertain to their teachers, school and classroom objects as well as use them in the proper context. The present tense of ARE verbs will be emphasized.



Evidence of Learning

Summative Assessment: Students will work on a “*La Classe Ideale?*” project based assessment, where they will describe their ideal classroom in Italian, in addition to quizzes and tests.

Equipment Needed: laptop, projector

Teacher Resources: **Avanti con L’Italiano** Textbook, youtube videos, 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



Lesson Plans

Lesson	Time Frame
Lesson 1 Che cosa c'è` nello zaino?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 La Classe Ideale	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Che cosa studio?	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

kahoot.com

<https://www.youtube.com/watch?v=htIwfjXYnJM>: Conjugating Regular Italian Verbs Ending in -ARE



Lesson Plan 1 Template

Content Area: World	Lesson Title: Che cosa c'è nello zaino?	Time Frame: 2 days
Language: Italian		

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, Art

Integration of Technology: powerpoint, iMovie, 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 backpack vocabulary	Lesson Sequence - Students will be asked to close their eyes and pick an object from backpack. - They will say what it is in Italian. - Fill out a venn diagram as to what pertains to the classroom and what goes in backpack. - Say what they have in backpack using their interactive backpack notebook page.	- Classroom participation - Using the appropriate adjective agreement with teachers, and classroom objects - Exit cards - Practice games & quizzes on Kahoot.com and cram.com



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|--|--|--|
| | 5. Exit card: List items in their backpack in locker in Italian. | |
|--|--|--|

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. ARE 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 and school and classroom objects vocabulary lists

Resources Provided:

- Samples of older projects
- Pictures and adjective cards
- Adjective of color and school related adjectives such as easy, boring, difficult, fun, interesting
- Adjective charts with endings and rules
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Website links



Lesson Plan 2 Template			
Content Area:	World Language: Italian	Lesson Title:	La Mia Classe Ideale Time Frame: 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: Geography, Art			
Integration of Technology: Inspiration, videos, podcasts, online floor plans, powerpoints			
Equipment Needed: laptop, projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Design their ideal classroom	Lesson Sequence - Students will be asked to create an ideal classroom that will include items found in a regular classroom and some other items that will make it an ideal classroom of innovation. - Students will layout a rough draft on scrap paper. - Using Inspiration, ppt, diorama, or keynote they will design their ideal classroom.	- Class participation - Using the appropriate adjective agreement with teachers, and classroom objects - Presentations



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|--|---|--|
| | <ol style="list-style-type: none">4. Next, they will write a few sentences about it why it's their favorite class.5. They will share it with the class for a vote on which classroom is the most innovative. | |
|--|---|--|

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. ARE 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 and school and classroom objects vocabulary lists

Resources Provided:

- Samples of older projects
- Pictures and adjective cards
- Adjective of color and school related adjectives such as easy, boring, difficult, fun, interesting
- Adjective charts with endings and rules
- Rubrics for writing, speaking, and peer evaluation
- Textbook Website links



Lesson Plan 3 Template		
Content Area: World Language: Italian	Lesson Title: Che cosa studio?	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: Technology		
Integration of Technology: videos, podcasts		
Equipment Needed: laptop, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use the ARE verb “studiare” and say what classes they study • Recycle school subjects vocabulary and adjectives that pertain to school	Lesson Sequence 1. Do now: PPT on school subjects. 2. Students will say what the classes they study using studiare. 3. Using cards they will say whether they study a certain class or not. 4. Next, they will describe class and say whether it is easy, difficult, interesting etc.	• Class participation • Using the appropriate adjective agreement with teachers, and classroom objects • Presenting iMovies, or ppt for peer/self assessments • Practice games & quizzes on Kahoot.com and cram.com



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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. ARE 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 and school and classroom objects vocabulary lists.

Resources Provided:

- Samples of older projects
- Pictures and adjective cards
- Adjective of color and school related adjectives such as easy, boring, difficult, fun, interesting
- Adjective charts with endings and rules
- 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 connections 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 the 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:	World Language: Italian	Grade Level:	7	Unit Title:	La Scuola: Capitolo 3A: Part 1
Created:	2019	Board Approved on:			



Unit Overview Template

Content Area:	World Language: Italian	Grade Level:	7	Unit Title:	Il Mio Giorno Scolastico Capitolo 3B: Part 2
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Unit Summary: Students will be able to use basic introductions and building blocks of language. Specifically, the unit will include: classroom vocabulary, adjectives pertaining to school, recycling of color vocabulary, and the present tense of ARE verbs.. It will also include describing their classes and items they carry in their backpacks. A review of subject pronouns as it pertains to subject and verb agreement will be incorporated. Adjective agreement as it will be used to describe their school subjects and the colors of classroom objects. Interrogatives words such as: Chi?, Quando? Com'è? will be used in conversations. Numbers 1-60 will be reviewed as time telling will also be introduced as it will be used to describe the school schedule.

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 ones school day as well culturally learning about the Italian student. Students will learn a variety of adjectives and nouns that pertain to school along with the present tense of the verbs ending in ARE. The focus on this unit is now to be able to talk about their schedules and compare and contrast the life of an American middle school student with that of an Italian middle school student.

Career Readiness (Standard 9):

Learning Targets

Standards: 7.1.NM.A.1-5, 7.1.NM.B.1-5, 7.1.NM.C.2-4, Tech 8.1.B.C.1, Tech 8.1.8.C.1

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	
7.1.NM.A.5	



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	• 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	
8.1.B.C.1	• Collaborate with peers by participating in interactive digital games or activities. • Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.C.1	

Unit Essential Questions:

- What is inside my backpack?
- What do I study?
- How do I express myself in the present tense?
- What is my school day like?
- How do I tell time in Italian?
- When do my classes begin and end?
- What is my classroom like?
- What are my classes like?
- What color is my pen
- What are my teachers like?

Unit Enduring Understandings:

The learner will be able to:

- Describe their school day
- Say what they study
- Say what their classes are like
- Describe the color of classroom supplies
- Tell time
- Say when an event begins and ends
- Describe their teachers
- Compare and contrast the American student vs the Italian student

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation about their school day. They will be able to recognize and identify adjectives as they pertain to their teachers, school and classroom objects as well as use them in the proper context. The present tense of ARE verbs will be



emphasized. They will also be able to tell when their classes begin and end in Italian and tell time.

Evidence of Learning

Summative Assessment: Students will work on a “*Il Mio Orario*” *schedule* project based assessment, where they will describe the times their classes meet in Italian, in addition to quizzes and tests.

Equipment Needed: Laptop, projector

Teacher Resources: Textbook, youtube videos, 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



Lesson Plans

Lesson	Time Frame
Lesson 1 Che ora e`?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Il mio orario	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Com'e` la scuola in italia?	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



Lesson Plan 1 Template

Content Area: World Language: **Italian** Lesson Title: Che ora è? 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, as it pertains to time telling: addition, subtraction

Integration of Technology: bingo baker, videos

Equipment Needed: Laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify the time in Italian	Lesson Sequence - Practice the time by doing a bell ringer activity. Each time the bell rings students will plus or minus the time being said. - Bingo baker play time-telling bingo - Students will be asked to call out the time when they win and the class has to repeat. - Exit: write out 5 times one from each bingo column.	- Classroom participation - Using the appropriate adjective agreement with teachers, and classroom objects - 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. ARE 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 and school and classroom objects and time telling vocabulary sheets.

Resources Provided:

- FMG Daily Time schedule
- Samples of older projects
- Pictures and adjective cards
- Adjective of color and school related adjectives such as easy, boring, difficult, fun, interesting
- Adjective charts with endings and rules
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Website links
- Italian tv, plane & train schedules that operate on military time
- Italian relia: report cards, Italian grading system



Lesson Plan 2 Template			
Content Area:	World Language: Italian	Lesson Title: Il Mio Orario	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			
Integration of Technology: using powerpoint, keynote or iMovie to create a schedule			
Equipment Needed: laptop, projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recreate the schedule they follow at FMG using Italian vocabulary and time telling	Lesson Sequence - Students will fill a graphic organizer of their schedule at FMG. - They will then recreate their schedule on ppt, imovie or keynote. - They need to include images of classes, perhaps their teachers if they are willing as well as the time written out in Italian. - Partners will share their projects in Italian with tables.	- Class participation - Using the appropriate adjective agreement with teachers, and classroom objects - Classroom polling - Role Playing - Exit cards



5. Partners will then grade them on criteria given for the project.

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. ARE verb chart supplied to aid and assist the learner as well and model conversation for Q/A portions. Adjective charts supplied to help students with endings and school and classroom objects and time telling vocabulary sheets.

Resources Provided:

- FMG Daily Time schedule
- Samples of older projects
- Pictures and adjective cards
- Adjective of color and school related adjectives such as easy, boring, difficult, fun, interesting
- Adjective charts with endings and rules
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Website links
- Italian tv, plane & train schedules that operate on military time
- Italian relia: report cards, Italian grading system



Lesson Plan 3 Template			
Content Area:	World Language: Italian	Lesson Title: Com'e` la scuola Italiana?	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: podcasts			
Equipment Needed: laptop, projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to make cultural comparisons with the American school system vs the Italian school system	Lesson Sequence - View ppt with elementary -college in Italy - Students in groups will discuss the similarities and differences. - Fill out a venn diagram. - A reading in Italian based on the education system. - Answer comprehension questions in Italian with multiple choice answers in English to check for understanding.	- Classroom participation - Using the appropriate adjective agreement with teachers, and classroom objects - Venn diagram - Think pair share - Exit cards - Classroom polling



6. Students will vote on which system they think is better.

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. ARE 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 and school and classroom objects and time telling vocabulary sheets.

Resources Provided:

- Samples of older projects
- Pictures and adjective cards
- Adjective of color and school related adjectives such as easy, boring, difficult, fun, interesting
- Adjective charts with endings and rules
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Website links
- Italian tv, plane & train schedules that operate on military time
- Italian relia: report cards, Italian grading system



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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 connections 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 the 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: World Language : Italian	Grade Level: 7	Unit Title:	Il Mio Giorno Scolastico Capitolo 3B: Part 2
Created: 2019	Board Approved on:		



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GLOBAL SKILLS**

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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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
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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GLOBAL SKILLS**

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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GLOBAL SKILLS

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