



Kingsway Regional School District

Committed to Excellence

Course Name: Italian 1A	Grade Level(s): 7
Department: World Language	Credits: High School credit will be awarded with the completion of 1A and 1B
BOE Adoption Date: October 2019	Revision Dates: September 2022

Course Description and Outcomes

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting. In Italian I, the students work at the novice-mid proficiency level within three important modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The Italian I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Proficiencies and Pacing Guide:

Course Title: Italian 1A (7th grade)

Prerequisite(s): N/A

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
Unit 1: In Piazza con gli Amici	10-12 Weeks	<p>Novice-Mid Proficiency Level</p> <p>Interpretive 7.1.NM.IPRET.1: 7.1.NM.IPRET.2: 7.1.NM.IPRET.4: 7.1.NH.IPRET.4: 7.1.NH.IPRET.5:</p> <p>Interpersonal 7.1.NM.IPERS.1: 7.1.NM.IPERS.5:</p> <p>Presentational 7.1.NM.PRSNT.4: 7.1.NM.PRSNT.1: 7.1.NM.PRSNT.5:</p>	<ol style="list-style-type: none"> 1. Students will be able to greet others in Italian with correct pronunciation in the appropriate register 2. Students will be able to ask and answer simple questions in Italian, using the correct pronunciation 3. Students will understand and learn the correct pronunciations in Italian, and be able to recognize diphthongs and blends in this language. 4. Students will be able to explore and investigate the region of Il Lazio via authentic digital resources, Google Maps, Google Earth and virtual city tours. 5. Students will be able to use the correct spelling and order of numbers, days of the week and months to create a calendar of their birthday month. 6. Students will be able to hold a short interview in Italian, exchanging basic personal information in Italian with correct pronunciation in the appropriate register 7. Students will be able to write a short Italian paragraph with the interview results, using the correct verb conjugations 	<p>I can memorize and use questions and expressions in Italian (DOK 1)</p> <p>I can identify several aspects of Lazio, Italy (DOK 1)</p> <p>I can list months of the year and dates in Italian (DOK 1)</p> <p>I can list and arrange numbers from 0-100 in Italian (DOK 1)</p> <p>I can memorize and use the Italian Alphabet to spell words (DOK 1)</p> <p>I can reproduce Italian greetings, personal information and simple questions using the correct intonations and sounds (DOK 1)</p> <p>I can repeat pronunciation of Italian words using correct emphasis and intonation (DOK 1) I can identify double consonants used in spoken Italian (DOK 1)</p> <p>I can use the subject pronouns correctly in written and spoken Italian (DOK 1)</p> <p>I can use the verbs to be (essere and stare) correctly in written and spoken Italian (DOK 1)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
				<p>I can classify greetings and salutations in Italian into formal and informal (DOK 2)</p> <p>I can revise one verb sentences written in Italian with an error (DOK 3)</p> <p>I can correctly construct basic Italian sentences using a memorized verb (DOK 3)</p> <p>I can create a calendar in Italian using months of the year, days of the week and numbers (DOK 4)</p>
<p>Unit 2: In piazza dopo le lezioni</p>	<p>10-12 weeks</p>	<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode 7.1.NM.IPRET.1: 7.1.NM.IPRET.2: 7.1.NM.IPRET.4:</p> <p>Interpersonal Mode 7.1.NM.IPERS.1: 7.1.NM.IPERS.2:</p> <p>Presentational Mode 7.1.NM.PRSNT.1: 7.1.PRSNT.2: 7.1.PRSNT.4:</p>	<ol style="list-style-type: none"> 1. Students will be able to discuss and describe classes, school objects, and the school day. 2. Students will be able to describe people using the correct grammatical forms of the adjectives. 3. Students will be able to talk about wants, needs, and physical states through the use of the verbs avere and fare and their expressions. 4. Students will be able to explore and investigate the regions of Puglia and La Campania via authentic digital resources, Google Maps, Google Earth and virtual city tours. 5. Students will be able to create a poster using classroom objects in Italian. 6. Students will create and present a group dialogue, demonstrating their mastery of -ARE verbs. 	<p>I can use c'è and ci sono correctly in spoken and written Italian (DOK 1)</p> <p>I can recite and memorize simple prepositions and use them correctly in spoken and written Italian (DOK 1)</p> <p>I can correctly identify and label common classroom objects in Italian (DOK 1)</p> <p>I can identify noun endings and use them in spoken and written Italian (DOK 1)</p> <p>I can recognize and apply indefinite and definite articles and use them in spoken and written Italian (DOK 1)</p> <p>I can recognize descriptions and use them in spoken and written Italian (DOK 1)</p> <p>I can use descriptions (adjectives) in spoken and written Italian (DOK 1)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
				<p>I can label colors and use them in spoken and written Italian (DOK 1)</p> <p>I can define nationalities vocabulary and use it in spoken and written Italian (DOK 1)</p> <p>I can tabulate the present tense of avere and use it in spoken and written Italian (DOK 1)</p> <p>I can memorize the idiomatic uses of avere and use it in spoken and written Italian (DOK 1)</p> <p>I can tabulate the present tense of fare and use it in spoken and written Italian (DOK 1)</p> <p>I can memorize the idiomatic uses of fare and use it in spoken and written Italian (DOK 1)</p> <p>I can categorize school subjects and use them in spoken and written Italian (DOK 2)</p> <p>I can list days of the week and use them in spoken and written Italian (DOK 2)</p> <p>I can interpret words at a beginner's level in La Feltrinelli Libri reading (DOK 2)</p> <p>I can construct -are verbs according to subject and use them in spoken and written Italian (DOK 2)</p> <p>I can compare La Feltrinelli to an American book store such as Barnes and Noble through discussion (DOK 3)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
				<p>I can correctly create a postcard about a piazza in Italian (DOK 4)</p> <p>I can create a poster of a classroom and correctly label it in Italian (DOK 4)</p>
<p>Unit 3: Gli Animali e I colori</p>	<p>3-4 weeks</p>	<p>Novice-Mid Proficiency Level</p> <p><i>Interpretive Mode</i> 7.1.NM.IPRET.1: 7.1.NM.IPRET.4:</p> <p><i>Interpersonal Mode</i> 7.1.NH.IPERS.2:</p> <p><i>Presentational Mode</i> 7.1.NM.PRSNT.4.:</p>	<ol style="list-style-type: none"> Students will be able to discuss and describe animals using numbers, colors, and other adjectives. Students will be able to create a book describing animals using numbers and the correct grammatical form of the colors. 	<p>I can label common colors and use them in spoken and written Italian (DOK 1)</p> <p>I can use descriptions (adjectives) correctly in spoken and written Italian (DOK 1)</p> <p>I can construct sentences that define and describe farm animals and use them in spoken and written Italian (DOK 2)</p> <p>I can recognize and compare animal sounds as interpreted by Italians versus Americans (DOK 3)</p> <p>I can create a book describing animals reviewing c'è and ci sono, numbers, colors and noun-adjective agreement using correct written Italian (DOK 4)</p>
<p>Unit 4: Vieni in Italia tourism project</p>	<p>3-4 weeks</p>	<p>Novice-Mid Proficiency Level</p> <p><i>Interpretive Mode</i> 7.1.NM.IPRET.2: 7.1.NM.IPRET.3</p> <p><i>Interpersonal Mode</i> 7.1.NH.IPERS.1:</p> <p><i>Presentational Mode</i> 7.1.NM.PRSNT.5:</p>	<ol style="list-style-type: none"> Students will be able to use the verb andare to speak about where they would go in Italy Students will be able to identify basic Italian geography Students will be able to research, create and present about an Italian region or city 	<p>I can tabulate the present tense of andare and use it correctly in spoken and written Italian (DOK 1)</p> <p>I can name Italian regions and capitals using a map of Italy (DOK 1)</p> <p>I can collect information about an Italian region or city and organize the information into a project (DOK 2)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
		7.1.NH.PRSNT.1: 7.1.NH.PRSNT.5:		I can research and display information about an Italian region or city (DOK 2) I can compare the differences between American and Italian geography (DOK 3) I can create a presentation about an Italian region or city (DOK 4)
Unit 5: Milan & Fashion	8-9 weeks	Novice-Mid Proficiency Level <i>Interpretive</i> 7.1.NM.IPRET.1: 7.1.NM.IPRET.3: 7.1.NM.IPRET.4: 7.1.NH.IPRET.5: <i>Interpersonal</i> 7.1.NM.IPRET.1: 7.1.NH.IPERS.1: <i>Presentational</i> 7.1.NM.PRSNT.1:	<ol style="list-style-type: none"> 1. Students will be able to describe the weather in Milan in Italian 2. Students will be able to create a folder describing models in Italian 3. Students will be able to describe what one wears in certain weather conditions in Italian 4. Students will be able to create a fashion show describing a partner in Italian 5. Students will be able to present a fashion show describing a partner in Italian 	I can memorize weather vocabulary and describe the weather using correct spoken and written Italian (DOK 1) I can memorize clothing vocabulary and describe what someone is wearing using correct spoken and written Italian (DOK 1) I can relate weather vocabulary to what one would wear and describe it using correct spoken and written Italian (DOK 2) I can make observations about Milan and fashion through video clips through conversations in English (DOK 2) I can construct sentences using questo, quello, bello and use them correctly in spoken and written Italian (DOK 3) I can create a folder describing models basic information and what they are wearing using correctly spoken and written Italian (DOK 4) I can create and display a fashion show describing a partner and what they are wearing in correct spoken and written Italian (DOK 4)

Unit 1: In Piazza con gli Amici	Recommended Duration: 5-7 weeks
Unit Learning Goal(s): <ol style="list-style-type: none"> 1. Greet others, exchange personal information, and ask and answer simple questions. 2. Learn the pronunciations, diphthongs and blends. 3. Explore and investigate the region of Il Lazio via authentic digital resources, Google Maps, Google Earth and virtual city tours. 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p><i>Interpretive</i></p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p><i>Interpersonal</i></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>	<ol style="list-style-type: none"> 1. Memorize and use the Italian Alphabet to spell words (DOK 1) 2. Recognize Italian Sounds (DOK 1) 3. Repeat pronunciation (DOK 1) 4. Identify double consonants (DOK 1) 5. Use the verbs to be (essere and stare) (DOK 1) 6. Compare the verbs to be (essere and stare) (DOK 2) 7. Classify greetings and salutations (DOK 2) 8. Revise sentences with an error (DOK 3) 9. Memorize and use questions and expressions (DOK 1) 10. List months of the year and dates (DOK 1) 11. Categorize months of the year (DOK 2) 12. List and arrange numbers (DOK 1) 13. Construct basic sentences using a memorized verb (DOK 3)

<p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>Presentational</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.5: : Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	
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Essential Questions:	Enduring Understandings:
1. Why is learning Italian important?	Learning a language and culture different from one’s own fosters a sense of appreciation for the world and diversity.
2. Why does grammar matter? What is effective communication?	Effective communication requires a basic understanding of fundamental linguistic structures.
3. How are culture and language interdependent?	Language reflects cultural habits, practices and perspectives.

Unit Learning Scale	
Unit Learning Goal: Greet others, exchange personal information, and ask and answer simple questions.	
4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	In addition to score 2 performances, the student can: <ul style="list-style-type: none"> ● Use the verbs to be (essere and stare) with the correct subject-verb agreement to introduce himself/herself and to ask and answer questions; ● Compare the verbs to be (essere and stare) and their uses; ● Ask memorized questions and give appropriate memorized answers;

	<ul style="list-style-type: none"> ● Classify greetings and salutations; ● Utilize interrogative and declarative sentence structures; ● Draw conclusions about basic conversations; ● List and arrange numbers.
2	<p>The student can:</p> <ul style="list-style-type: none"> ● Match statements about one's well-being with pictures. ● Recognize and recall the vocabulary necessary for the exchange of personal information. ● Recognize and recall the vocabulary necessary to ask and tell about one's well-being. ● Greet each other using memorized greetings ● Take leave by using memorized phrases
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal: Learn the pronunciations, diphthongs, and blends

4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● Repeat and recall the pronunciation of singular vowels correctly (a, e, i, o, u) ● Repeat and recall the pronunciation of various blends correctly (gli, gle, gh, gn, sci, sce, ce, ci, che, chi, etc.) ● Recognize Italian sounds in vowel combinations and double consonants (ex: oi, ai, ei, etc. and rossa vs. rosa) ● Predict the pronunciation of simple words based on sight ● Memorize and use the Italian Alphabet to spell words
2	The student sometimes needs assistance from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal(s): Explore and investigate the region of Il Lazio via authentic digital resources, Google Maps, Google Earth and virtual city tours.

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	In addition to the score 2 performances, the student can: <ul style="list-style-type: none"> ● make connections to the Lazio region to that of his/her own state and hometown; ● explain the cultural importance of the cities in Lazio; ● construct meaningful questions to ask a native student of the Lazio region in relation to his/her residency of that region;
2	The student can: <ul style="list-style-type: none"> ● identify the region of Lazio on a map; ● recall people and products that come from the Lazio region; ● identify cities in the Lazio region; ● identify famous piazze in the Lazio region.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts <ul style="list-style-type: none"> ○ Essential Questions of the unit ○ “Why did you take Italian (rather than Spanish or French)?” ○ What is informal/formal speech and writing? What are some examples in English? ● KWL charts <ul style="list-style-type: none"> ○ Rome 	<ul style="list-style-type: none"> ● Quizzes <ul style="list-style-type: none"> ○ Alphabet and Pronunciation, greetings, well-being, and taking leave vocabulary quiz (written and oral) ○ Essere vs. Stare Quiz (written: fill-in-the-blanks) ○ Piazza Vocabulary Quiz (written: picture matching) 	<ul style="list-style-type: none"> ● Culminating Projects <ul style="list-style-type: none"> ○ Roman Art Project ● Unit Tests <ul style="list-style-type: none"> ○ Piazza Chapter 1 Test A/B (different versions of same test) ○ Rome/Lazio Test (multiple choice that goes with Roman Art Project)

<ul style="list-style-type: none"> ○ Italy (to be answered throughout the year) ● Learning Style self-assessment ● Running Records ● Informal Reading Assessments ● Informal Speaking Assessments ● Pre-Test (CSA 1) 	<ul style="list-style-type: none"> ○ Indefinite Articles Quiz (written:fill-in-the-blank) ○ Definite Articles Quiz (written: fill-in-the-blank) ● Student self-assessments <ul style="list-style-type: none"> ○ unit learning scales ○ exit tickets ○ informal reading, writing, speaking, and listening assessments ○ Kahoot/Quizlet Live ● Written Responses <ul style="list-style-type: none"> ○ matching pictures and words ○ classification of vocabulary ● Questioning ● Conferencing ● Observations 	
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Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- [CORE AREA CONNECTIONS](#)

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP4: Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

Piazza by Donatella Melucci and Elissa Tognozzi, Cengage MindTap Online Learning

Unit 2: In Piazza Dopo le Lezioni

Recommended Duration: 9-10 weeks

Unit Learning Goal(s):

1. Discuss and describe classes, people, school objects, and the school day.
2. Talk about wants, needs, and physical states.
3. Explore and investigate the regions of Puglia and La Campania via authentic digital resources, Google Maps, Google Earth and virtual city tours.

Relevant Content Standards:

Interpretive Mode

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal Mode

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Presentational Mode

Learning Objectives/Topics and Skills ([Identify the DOK Level](#))

1. Use c'è and ci sono (DOK 1)
2. Identify and label classroom objects (DOK 1)
3. Categorize school subjects (DOK 2)
4. List days of the week (DOK 1)
5. Recognize descriptions (DOK 1)
6. Use descriptions (adjectives) (DOK 1)
7. Label colors (DOK 1)
8. Recall nationalities vocabulary (DOK 1)
9. Tabulate the present tense of avere (DOK 1)
10. Memorize the idiomatic uses of avere (DOK 1)
11. Interpret words in La Feltrinelli Libri reading (DOK 2)
12. Compare La Feltrinelli to an American book stores such as Barnes and Noble (DOK 3)
13. Create a letter to a penpal in an Italian school (DOK 4)
14. Construct -are verbs according to subject (DOK 2)
15. Recite and memorize simple prepositions (DOK 1)

<p>7.1.NM.PRSENT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.PRSENT.2: : State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.PRSENT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p>	
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Essential Questions:	Enduring Understandings:
How does education shape individuals and societies?	Education makes us better citizens by teaching us how to conduct ourselves through life by following rules and regulations and giving us a sense of conscience.
Are school experiences all the same?	There are differences between Italian school systems and the American public school system.

Unit Learning Scale	
Unit Learning Goal: Discuss and describe classes, people, school objects, and the school day.	
4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● Use and choose between the verbs “to be” (essere and stare) with the correct subject-verb agreement in writing and speaking; ● Ask memorized questions and give appropriate memorized answers; ● Utilize interrogative and declarative sentence structures; ● Use adjectives that match the gender and number of the subject; ● Understand the placement of various adjectives.

2	<p>The student can</p> <ul style="list-style-type: none"> ● use the unit vocabulary accurately; ● match masculine and feminine nouns to correct articles; ● tabulate the verbs “to be” in isolation; ● recognize unit vocabulary and the verbs “to be” in listening and reading activities involving descriptions of classes, people, school objects, and the school day; ● differentiate between the uses of c’è and ci sono; ● identify and label classroom objects; ● categorize school subjects; ● list days of the week; ● identify and label colors; ● recall the meanings of simple prepositions.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal: Talk about wants, needs, and physical states.

4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	<p>In addition to score 2 performances, the student can:</p> <ul style="list-style-type: none"> ● Accurately address people informally and formally in both writing and speaking; ● Use regular -are verbs and irregular verbs essere, avere, dare, fare, andare and stare with the correct subject-verb agreement; ● Recognize the differences in usage for essere and stare; ● Recognize the differences in usage for essere and avere; ● Create sentences using the verb avere and its idiomatic expressions; ● Create sentences using the verbs dare, fare, andare, and stare and their idiomatic expressions; ● Recognize and recall conjugations of verbs in the present tense in reading and listening.
2	<p>The student can</p> <ul style="list-style-type: none"> ● Use memorized idiomatic phrases to talk about what they want and need; ● Recall the unit vocabulary in isolation; ● Tabulate verb conjugations for -are verbs and the irregular verbs essere, avere, and stare; ● Recall nationalities vocabulary

1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal(s): Explore and investigate the regions of Puglia and La Campania via authentic digital resources, Google Maps, Google Earth and virtual city tours.

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	In addition to the score 2 performances, the student can: <ul style="list-style-type: none"> ● make connections to the Puglia and Campania regions to that of his/her own state and hometown; ● differentiate between Puglia and Campania and the other regions about which he or she has previously learned; ● explain the cultural importance of the cities in Puglia and Campania regions; ● construct meaningful questions to ask a native student of the Puglia and Campania regions in relation to his/her residency of those regions;
2	The student can: <ul style="list-style-type: none"> ● identify the regions of Puglia and Campania on a map; ● recall people and products (food and drink, songs, etc.) that come from the Puglia and Campania regions; ● identify cities in the Puglia and Campania regions; ● identify famous piazze in the Puglia and Campania regions.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
● Initial writing prompts	● Quizzes	● Projects

<ul style="list-style-type: none"> ○ Essential Questions of the unit ○ Are you/Do you know any Italian Americans? Where are they from? ● KWL charts <ul style="list-style-type: none"> ○ Schools in Italy ○ Puglia and Campania ● Running Records ● Informal Reading Assessments ● Informal Speaking Assessments 	<ul style="list-style-type: none"> ○ Adjectives quiz: colors, nationalities, descriptions ○ La Befana Quiz ○ -ARE Verbs quiz ○ Irregular verbs quiz ○ La Befana quiz ○ Classroom objects quiz ○ Prepositions quiz ● Student self-assessments <ul style="list-style-type: none"> ○ unit learning scales ○ exit tickets ○ Kahoot/Quizlet Live ○ Informal reading, writing, speaking, and listening assessments (classwork and homework) ● Reading assessments <ul style="list-style-type: none"> ○ MindTap assignments ● Writing assessments <ul style="list-style-type: none"> ○ Postcard writing assignment ○ Photo captioning assignment ● Speaking assessments <ul style="list-style-type: none"> ○ Descriptions of famous people ● Listening assessments <ul style="list-style-type: none"> ○ Identifying people from spoken descriptions ○ MindTap assignments ● Questioning ● Conferencing ● Observations 	<ul style="list-style-type: none"> ○ La Feltrinelli AP Style Project (students will synthesize information from multiple culturally authentic sources to present on the differences between Italian and American bookstores in writing) ○ Puglia and Campania Essay ● CSA 3 <ul style="list-style-type: none"> ○ Piazza Chapter 2 Test A/B (different versions of the same test)
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Interdisciplinary Connections: [*Note applicable NJ standards from other content areas used within the unit.*](#)

- [**CORE AREA CONNECTIONS**](#)

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Career Ready Practices: [*Note applicable CRPs used within the unit.*](#)

CRP4. Communicate clearly and effectively and with reason.
 Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP12. Work productively in teams while using cultural global competence.
 Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Integration of Technology: [Note applicable NJ technology standards used within the unit](#)

8.1 Educational Technology
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

Piazza by Donatella Melucci and Elissa Tognozzi, Cengage MindTap Online Learning

Unit 3: La Vita in Famiglia	Recommended Duration: 7-9 weeks
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Unit Learning Goal(s):
 1. Students will describe their families and home life, while comparing and contrasting their culture with that of typical Italian families.
 2. Indicate ownership and possession.

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode 7.1.NM. IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.:</p>	<ol style="list-style-type: none"> 1. Memorize the vocabulary for family and extended family (DOK 1) 2. Distinguish family relationships such as my dad's brother is my uncle (DOK 2) 3. Memorize and use possessive adjectives (DOK 1) 4. Create a narrative about family using pictures (DOK 4) 5. Organize family members into a family tree (DOK 2) 6. Compare the positive and negative aspects of American and Italian family

<ul style="list-style-type: none"> • 7.1.NM. IPRET.4: Report on the content of short messages that they hear, view, and read on predictable culturally authentic material. <p>Interpersonal Mode 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>Presentational Mode 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>life as they exist in Italy and the United States (DOK 3)</p>
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Essential Questions:	Enduring Understandings:
How will understanding cultural norms help me avoid misunderstandings and respect different cultures and beliefs?	Comprehending cultural norms is important when communicating in Italian to help avoid misunderstandings because the family dynamic is different in both cultures.
What are the similarities and differences between the American and Italian cultures in the context of family identity, structure, etc?	Describing oneself and one’s family and friends is an essential component of communicating with others. Italian cultures have varying practices concerning family dynamics.

Unit Learning Scale	
Unit Learning Goal: Students will describe their families and home life, while comparing and contrasting their culture with that of typical Italian families.	
4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	<p>In addition to score 2 performances, the student can:</p> <ul style="list-style-type: none"> ● identify and describe members of their families in speaking and writing using proper sentence structure and vocabulary with accuracy; ● compare and contrast American and Italian family structures; ● describe typical and culturally based activities and behaviors of American and Italian families; ● apply -ere and -ire regular verbs in present tense in speaking and writing accurately; ● apply -ere and -ire regular verbs with the suffix -isc in the present tense in speaking and writing accurately; ● apply -ere and -ire irregular verbs in the present tense in speaking and writing accurately;
2	<p>The student can:</p> <ul style="list-style-type: none"> ● Match -ere and -ire endings to a subject pronoun accurately in an isolated context; ● use the unit vocabulary accurately;

	<ul style="list-style-type: none"> ● identify and recognize -ere and -ire regular verbs in present tense in speaking and writing accurately; ● identify and recognize -ere and -ire regular verbs with the suffix -isc in the present tense in speaking and writing accurately; ● identify and recognize -ere and -ire irregular verbs in the present tense in speaking and writing accurately;
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal: Indicate ownership and possession.

4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	In addition to score 3 performances, the students can: <ul style="list-style-type: none"> ● recognize, identify and apply possessive adjectives such as il mio, il tuo, il suo, il nostro, il vostro, il loro and their variations in speaking and writing accurately; ● use di and its articulated forms to indicate possession; ● ask and respond to questions with appropriate answers;
2	The student can: <ul style="list-style-type: none"> ● classify possessive adjectives according to gender and number; ● Match possessive adjectives to appropriate nouns.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used :

<https://www.krsd.org/Page/1489>

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts <ul style="list-style-type: none"> ○ Essential Questions of the unit ○ “What does my family tree look 	<ul style="list-style-type: none"> ● Quizzes <ul style="list-style-type: none"> ○ Family members vocab quiz 1 ■ students will match 	<ul style="list-style-type: none"> ● Culminating Projects (Choice of the following) <ul style="list-style-type: none"> ○ Video documentary project

<p>like?"</p> <ul style="list-style-type: none"> ○ "What are things that are important to my family?" ● KWL charts <ul style="list-style-type: none"> ○ Italian families (including pets) ● Running Records ● Informal Reading Assessments ● Informal Speaking Assessments 	<p>Italian vocabulary words to the English equivalents</p> <ul style="list-style-type: none"> ○ Family members vocab quiz 2 <ul style="list-style-type: none"> ■ students will use the possessive to complete a logic puzzle using the vocabulary ○ Possessives quiz <ul style="list-style-type: none"> ■ di _____ ■ il mio, il tuo, etc. ■ students will translate sentences into Italian. ● Student self-assessments <ul style="list-style-type: none"> ○ unit learning scales ○ exit tickets ○ informal reading, writing, speaking, and listening assessments ○ Kahoot/Quizlet Live ○ Logic Puzzles ● Written Responses <ul style="list-style-type: none"> ○ matching pictures and words ○ classification of vocabulary ● Questioning ● Conferencing ● Observations 	<ul style="list-style-type: none"> ○ Family tree project ○ Scrapbook project ● CSA 3 <ul style="list-style-type: none"> ○ Piazza Chapter3 Test A
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Interdisciplinary Connections: [Note applicable NJ standards from other content areas used within the unit](#)

- [CORE AREA CONNECTIONS](#)

8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Career Ready Practices: [Note applicable CRPs used within the unit](#)

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled

at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Integration of Technology: [*Note applicable NJ technology standards used within the unit*](#)

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Course Resources:

Piazza by Donatella Melucci and Elissa Tognozzi, Cengage MindTap Online Learning

Unit 4: La Vita in Casa	Recommended Duration: 7-8 Weeks
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<p>Unit Learning Goal(s):</p> <ol style="list-style-type: none"> 1. Describe your place of residence and the activities that occur in it. 2. Explore and investigate the region of Il Veneto via authentic digital resources, Google Maps, Google Earth and virtual city tours.
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Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
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<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <p>7.1.NM. IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p>	<ol style="list-style-type: none"> 1. Memorize residence and furnishings vocabulary (DOK 1) 2. Apply compound prepositions to residence and furnishings vocabulary (DOK 1) 3. Tabulate regular and irregular -ere and -ire verbs (DOK 1) 4. Construct possessive phrases (DOK 3) 5. Create the ending to a story in Italian after reading, “Non esiste la perfezione” (DOK 4)
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<p>7.1.NM. IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>Interpersonal Mode</p> <ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. <p>Presentational Mode</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p>	
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Essential Questions:	Enduring Understandings:
What constitutes a home?	People’s opinions vary on what a house should look like and what essential items are needed to make a home comfortable. Décor in a home can reflect an individual’s or family’s sense of style, traditions, values, and beliefs.
How do daily routines vary from culture to culture?	Daily routines differ with the individual but they also differ from country to country. Daily routines are influenced by many factors, such as gender, season, day, month, age or socioeconomic status.
How do needs vary from culture to culture?	Prioritizing needs and comparing them to wants is a difficult thing to learn as one goes out into the world and becomes independent. Considering budgetary restrictions, there are essential and there are luxury items that one desires in order to make a house into a comfortable, adequate home.

Unit Learning Scale	
Unit Learning Goal: Describe your place of residence and the activities that occur in it.	
4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	In addition to score 2 performances, the student can: <ul style="list-style-type: none"> ● create compound prepositions in addition to simple prepositions to describe the location of items in a house; ● use the unit vocabulary accurately to produce meaningful sentences;

	<ul style="list-style-type: none"> ● use context clues to identify rooms of a house; ● apply concepts learned to create an original ending for “Non Esiste La Perfezione”
2	<p>The student can:</p> <ul style="list-style-type: none"> ● identify possession of items using di and possessive adjectives such as il mio, il tuo, etc.; ● match pictures to vocabulary words; ● list rooms of a house; ● match adjectives to nouns according to gender and number.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal(s): Explore and investigate the region of Il Veneto via authentic digital resources, Google Maps, Google Earth and virtual city tours.

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level.
3	<p>In addition to the score 2 performances, the student can:</p> <ul style="list-style-type: none"> ● make connections to the Veneto region to that of his/her own state and hometown; ● explain the cultural importance of the cities in Veneto; ● construct meaningful questions to ask a native student of the Veneto region in relation to his/her residency of that region;
2	<p>The student can:</p> <ul style="list-style-type: none"> ● identify the region of Veneto on a map; ● recall people and products that come from the Veneto region; ● identify cities in the Veneto region; ● identify famous piazze in the Veneto region.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts <ul style="list-style-type: none"> ○ Essential Questions of the unit ○ “What does your house look like? What does your best friend’s house look like?” ● KWL charts <ul style="list-style-type: none"> ○ Veneto and Venice ○ Italian Homes ● Running Records ● Informal Reading Assessments ● Informal Speaking Assessments 	<ul style="list-style-type: none"> ● Quizzes <ul style="list-style-type: none"> ○ Veneto quiz ○ Vocabulary Quiz <ul style="list-style-type: none"> ■ household items ■ furniture ○ verbs quiz <ul style="list-style-type: none"> ■ -ere ■ -ire ■ learned irregular verbs ● Student self-assessments <ul style="list-style-type: none"> ○ unit learning scales ○ exit tickets ○ informal reading, writing, speaking, and listening assessments ○ Kahoot/Quizlet Live ● Written Responses <ul style="list-style-type: none"> ○ matching pictures and words ○ classification of vocabulary ● Questioning ● Conferencing ● Observations 	<ul style="list-style-type: none"> ● Culminating Projects <ul style="list-style-type: none"> ○ interpersonal assessment - interview about one’s own house ○ Dream House Project ○ Writing: Non Esiste La Perfezione Capitolo 4 ● Unit Test <ul style="list-style-type: none"> ○ Piazza Test Chapter 3 B ● CSA 4 <ul style="list-style-type: none"> ○ Piazza Integrated Performance Assessment Chapters 1-3

Interdisciplinary Connections: [Note applicable NJ standards from other content areas used within the unit](#)

- [CORE AREA CONNECTIONS](#)

Interdisciplinary

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Career Ready Practices: [Note applicable CRPs used within the unit](#)

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Integration of Technology: [Note applicable NJ technology standards used within the unit](#)

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

Piazza by Donatella Melucci and Elissa Tognozzi, Cengage MindTap Online Learning

Unit 5: Life is Beautiful

Recommended Duration: 1-2 Weeks

Unit Learning Goal(s):

1. Partake in the viewing of an Italian film and discuss the roles of Jewish Italians in the Holocaust.
2. Critique portions of the film in writing.

Relevant Content Standards:

Learning Objectives/Topics and Skills ([Identify the DOK Level](#))

Interpretive Mode

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM. IPRET.3: Identify familiar people, places, objects in daily life based on

1. Analyze a film (DOK 4)
2. Recall events from a film (DOK 1)
3. Compare a historical event between Italy and foreign countries (DOK 3)
4. Construct an essay based off of the film (DOK 3)
5. Connect events from a film to quotes (DOK 4)
6. Identify alliances between Italy and other countries from the start of WWII to

<p>simple oral and written descriptions.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NM. IPRET.5: Demonstrate comprehension of brief oral and written messages using short culturally authentic materials on global issues, including climate change.</p> <p>Interpersonal</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>Presentational</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p>	<p>the end of WWII. (DOK 1)</p> <p>7. Investigate varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (DOK 3)</p> <p>8. Identify various Italian filmmakers and performers important to the Italian film industry and culture from the beginning of Italian film to Neorealism through present day.</p>
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Essential Questions:	Enduring Understandings:
Why is this film important to Italian culture?	Film is an important part of any culture because it demonstrates shared values among the culture.

Unit Learning Scale	
Unit Learning Goal: Partake in the viewing of an Italian film and discuss the roles of Jewish Italians in the Holocaust.	
4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	<p>In addition to score 2 performances, the student can:</p> <ul style="list-style-type: none"> ● conduct a close-reading of various sections of the film; ● understand a brief history of Italian film and the differences between Italian film and American Hollywood films; ● compare the treatment of Jewish-Italians during the Holocaust to the treatment of other groups during the same time period.
2	<p>The student can:</p> <ul style="list-style-type: none"> ● recall events from the film; ● connect events from the film to quotes;

	<ul style="list-style-type: none"> ● recall the history that is portrayed in the film.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal: Critique portions of the film in writing.

4	In addition to score 3 performances, the student can use the information in more complex sentences (such as other using different subjects) and/or can aid other students who are at a lower proficiency level.
3	In addition to score 2 performances, the students can: <ul style="list-style-type: none"> ● debate different topics of the film in class; ● construct a meaningful essay using the theme of the movie or a particular quote in his/her thesis.
2	The student can <ul style="list-style-type: none"> ● discuss different topics of the film in class; ● identify a main theme of the movie; ● identify main characters of the film and how they relate to each other; ● list a few specific reasons film is important to Italian culture.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts 	<ul style="list-style-type: none"> ● Quizzes 	<ul style="list-style-type: none"> ● Life is Beautiful Essay

<ul style="list-style-type: none"> ○ Essential Questions of the unit ○ “Have you ever seen any foreign language films?” ○ “List any common Hollywood themes you have noticed.” ● KWL charts <ul style="list-style-type: none"> ○ Italy during WWII ○ Italian Film ● Running Records 	<ul style="list-style-type: none"> ● Italian filmmakers and performers ● map quiz ● characters quiz <ul style="list-style-type: none"> ○ Matching Quotes to names ○ Matching pictures to names ○ Matching descriptions to names ● Written Responses to open-ended questions ● Exit Tickets relating to quotes and close readings ● Class discussions (about the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust) ● Observations of the class ● Gallery Walk (of excerpts of relevant books, pictures, etc.) 	
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Interdisciplinary Connections: [*Note applicable NJ standards from other content areas used within the unit.*](#)

- [CORE AREA CONNECTIONS](#)

NJ SLS SS 6.1.12.D.11.a: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

NJ SLS SS 6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Career Ready Practices: [*Note applicable CRPs used within the unit.*](#)

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology.

They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Integration of Technology: [*Note applicable NJ technology standards used within the unit*](#)

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Course Resources:

Life is Beautiful directed by Roberto Benigni, Piazza by Donatella Melucci and Elissa Tognozzi, Cengage MindTap Online Learning