

Course Name: Italian - Grade 7

Prerequisite: Italian – Grade 6

Course Code #: M5732

Level: n/a

Year: 5X

Credits: n/a

Course Description: This course is a continuation of sixth-grade Italian, and increases to a five-day-a-week program. Students continue to learn the Italian language and culture via thematic units of study that focus on common informal settings and aspects of daily life. Emphasis is placed on using the language communicatively in authentic situations, and instruction is primarily in the target language. Student-centered activities actively engage the learners in demonstrating language proficiency.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at the novice-mid and novice-high proficiency levels in three modes of communication:

- Interpretive - the ability to understand spoken and written communication within appropriate cultural contexts;
- Interpersonal - the ability to engage in direct oral and/or written communication with others; and
- Presentational - the ability to present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.

In addition, students will have developed Intercultural Communication skills at the Novice proficiency level. The American Council on the Teaching of Foreign Languages has defined these novice skills in terms of “Can-Do” statements. In this course students will target the following “Can-Do” statements for Intercultural Communication:

- *In my own and other cultures, I can identify products and practices to help me understand perspectives.*
- *I can interact at a survival level in some familiar everyday contexts.*

Lastly, students will acquire language skills in the five areas outlined in the National Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities, also known as The Five C’s of world language education.

Alignment to New Jersey Student Learning Standards:

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas. These areas include: 21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts and World Languages. The standard for language learning in New Jersey reinforces the reading, writing, speaking and listening skills that are targeted across the standards for each content area.

The 2014 New Jersey Student Learning Standard for World Languages is as follows:

7.1 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
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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.

This standard is further divided into proficiency levels and three strands, one for each mode of communication. The proficiency levels are in line with the national performance descriptors as released by the American Council on the Teaching of Foreign languages. These guidelines indicate six different levels of proficiency that can be expected at the K-12 level of language learning. Throughout the course, students will be working to demonstrate proficiency at the Novice Mid and Novice High levels in all three modes of communication including: interpretive communication, interpersonal communication and presentational communication. The specific standards for this course are outlined below within in each mode of communication.

Interpretive Mode

Students will develop the ability to:

1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources (i.e. podcasts, videocasts, audio clips and websites) related to targeted themes, such as school life and schedules, lunch, gym activities, home, and vacations. (7.1.NM.A.1)
2. Demonstrate comprehension of simple oral and written directions, commands, and requests related to classroom situations, purchasing lunch, practicing sports, and through appropriate physical response. (7.1NM.A.2)
3. Recognize a few common gestures and cultural practices associated with the Italian culture in relation to school situations, meals, houses and home life. (7.1.NM.A.3)
4. Identify familiar people in school, places in school and home, and classroom objects, rooms and furniture, lunch food items, and sports activities based on simple oral and/or written descriptions. (7.1.NM.A.4)
5. Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics such as school schedules, lunch menus, sports and home life. (7.1.NM.A.5)

Interpersonal Mode

Students will develop the ability to:

1. Use digital tools, such as SKYPE, email, text messaging, or online collaborative discussion threads, to exchange basic information by recombining memorized words, phrases, and sentences on topics related to school classes and schedules, lunch menus, gym activities and houses and home life. (7.1.NM.B.1)
2. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)
3. Imitate appropriate gestures, intonation, and common idiomatic expressions of the Italian culture and/or language during daily interactions related to topics such as school, home, lunch menus and gym activities. (7.1.NM.B.3)
4. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and simple sentences as related to school, home, fitness and lunch foods. (7.1.NM.B.4)
5. Converse on a variety of familiar topics and/or topics studied in other content areas such as geography, map skills, weather and climate. (7.1.NM.B.5)

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Presentation Mode

Students will develop the ability to:

1. Use basic information at the word and memorized phrase level to create a multimedia-rich presentation on targeted themes such as school life, gym activities, lunch foods, vacations and travel, to be shared virtually with an Italian language audience. (7.1.NM.C.1)
2. Imitate, recite, and/or dramatize simple Italian poetry, rhymes, songs, and skits related to targeted themes such as school life, house and home, lunch foods, vacation and travel. (7.1.NM.C.2)
3. Copy/write words, phrases, or simple guided texts on familiar topics such as classroom objects, classes, school schedules, rooms and furniture in a house. (7.1.NM.C.3)
4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NM.C.4)
5. Name and label tangible cultural products and imitate cultural practices from the Italian culture. (7.1.NM.C.5)

In addition to focusing on the NJSLS 7.1 for World Languages this course will also incorporate the following NJSLS for Educational Technology 8.1 and NJSLS for 21st Century Life and Careers:

Educational Technology (NLS 8):

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 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.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters to find information to solve a real world problem.
- 8.1.8.F.1 Explore a cultural issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

21st Century Life and Careers (NJSLS 9):

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Practices:

- CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Assessment Criteria: Teachers utilize student observation checklists, formative assessments, daily participation, tests, quizzes, homework, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies.