

CURRICULUM

FOR

INTRODUCTION

TO ITALIAN

GRADE 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

John Perillo, Supervisor of Special Subject Areas

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Subject/Course Title:
Introduction to Italian
Grade 7

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RAHWAY PUBLIC SCHOOLS CURRICULUM

World Language – Introduction to Italian – Grade 7

PACING GUIDE

Unit	Title	Pacing
1	Greetings & Introductions	3 weeks
2	My School	3 weeks
3	My Family	3 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).

- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Greetings & Introductions

Target Course/Grade Level: Introduction to Italian – Grade 7

Unit Summary: Students use the target language in the three modes of communication to greet people and make introductions. Students will learn to introduce themselves and participate in introductory conversations that include discussions on their name, age, how they are doing, where they live, and salutations. Students will also begin to build classroom vocabulary to aid in class routines and expectations. Students will also compare and contrast the cultural norms in both Italy and the USA regarding greetings and formal and informal relationships.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

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 Recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

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.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

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.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.3 Express individuality and cultural diversity.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

NJLSA.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.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Math:

4.OA.A. Use the four operations with whole numbers to solve problems.

4.OA.C. Generate and analyze patterns.

4.NBTB. Use place value understanding and properties of operations to perform multi-digit arithmetic.

Comprehensive Health and Physical Education:

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

Technology:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Unit Understandings:

Students will understand that...

- Studying Italian and learning to greet others will be useful to my future and give me insight into other cultures.
- Communicating in at least one other language allows people to obtain information, express feelings, and exchange opinions with a wider audience, and gain knowledge of other cultures.
- There are verbal and nonverbal strategies that can be used to assist in conveying a message when difficulty arises.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Unit Essential Questions:

- What strategies can I use to communicate more effectively in another language?
- What can I learn about my own language and culture from the study of others?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

Knowledge and Skills:

Students will know...

- Formal and informal greetings for all times of day
- Alphabet
- Structures for asking and giving names, ages, feelings, and where they live.
- Alphabet
- Numbers 0-20
- Common classroom phrases and commands
- Basic Italian geography, capital city, and flag

Students will be able to ...

- Greet and bid farewell in Italian formally and informally.
- Introduce oneself to others.
- Ask and give names, ages, feelings, and where they are from.
- Recite the alphabet and spell names and objects in Italian.
- Identify the numbers 0-20 and solve simple math problems.
- Identify and locate Italy and basic geographic features on a map, name the capital and identify the flag.
- Use high frequency terms in context
- Compare and contrast cultural aspects
- State and respond to classroom phrases and commands.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening- Students will skim and scan target language culturally authentic audio or video from electronic information sources and other sources to identify information pertaining to self and others.

- Interpretive reading- Students will read a culturally authentic text from electronic information sources and will have to identify information pertaining to self and others.
- Interpersonal speaking- students will work in pairs to perform 2 dialogues (1 formal and 1 informal) in which they will make introductions.
- Presentational writing- students will write a note introducing themselves as the mentor to a new student in their school who only speaks Italian.
- Teacher made tests
- Teacher made quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Take dictation.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- Listen to a passage and follow a map or diagram.
- Use a checklist during a listening activity to illustrate comprehension.
- Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- Retell a simple story and/or event after having read or listened to a passage.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Create a poster to illustrate something learned, using technology when appropriate.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- Match written questions with appropriate answers.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- Send and respond to simple invitations.
- Interview a peer to gather information to fill out a form or complete a simple survey.
- Work in pairs or in groups to retell a story that has been presented.
- Give and/or follow simple directions.
- Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.

- Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- Work in pairs or groups to compare, complete or describe a picture.
- Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- Work in pairs or groups on an Internet task such as a Web Quest.
- Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- Work in pairs on dictation activities.
- Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Write simple journal entries in present tense.
- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Create a PowerPoint presentation that illustrates something learned.
- Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Develop and present a simple fashion show.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Compile a directory of resource persons.
- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Produce crafts and/or artwork that are representative of the target culture(s).
- Find cognates in culturally authentic materials.
- Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- Examine a culturally authentic object and relate its function.

- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- Create a chart comparing cultural products, practices and perspectives on current events.
- Compare advertisements or commercials for a given product.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Audio and Video Files
- Internet/TV from around the world
- Magazines, newspapers, songs, maps and other culturally authentic materials.
- Google Classroom
- Textbook
- Workbook
- E-Text and Activities

Equipment Needed:

- Computer with internet access & speakers
- Projector/Smartboard
- Whiteboard and markers
- Maps
- Audio lab
- Document Camera
- Computers/ Chromebooks
- DVD player

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: My School

Target Course/Grade Level: Introduction to Italian – Grade 7

Unit Summary: Students use the target language in the three modes of communication to be able to discuss the topic of school days and routines. Students will learn to discuss the classroom and objects inside it, class subjects, their likes and dislikes, the calendar and basic weather terms. Students will also read about and explore school structures and cultures in Italy while comparing them to their own experience in school.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

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 Recognize a few common gestures and cultural practices associated with the target cultures.

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.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.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.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

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.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st-Century Life & Career Skills:

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.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

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

English Language Arts:

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.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Science:

ESS2.D: Weather and Climate - Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

ESS2.D: Weather and Climate: Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)

Technology:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Unit Understandings:

Students will understand that...

- School schedules vary in different countries due to cultural differences.
- The subjects that are valued in an education system reflect the needs of the people based on geographical and cultural contexts.

Unit Essential Questions

- How do the Italian and the American school systems relate and differ?
- How does culture affect school life?
- How do my likes and dislikes differ from my classmates as well as students in Italy?

Knowledge and Skills:

Students will know...

- Days of the week
- Months of the year
- Classroom objects
- Structures for expressing needs
- School subjects
- Asking for and expressing preferences (I like, I do not like)
- Typical school schedule of a middle school student in Italy.
- Basic weather expressions

Students will be able to ...

- Identify the days of the week and the months of the year in Italian.
- Identify the class subjects in Italian and express likes and dislikes.
- Name classroom objects in Italian.
- Compare and contrast the typical school year and student schedule to that of an American student.
- Identify basic classroom materials and express what they need in Italian.
- Describe the weather.
- Use questions words in context.
- Make gender and number agreement.
- Use nouns with definite and indefinite articles.
- Make nouns plural.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive (Listening) - students will listen to an audio of a student talking about his school day and will respond to comprehension questions.
 - Interpretive (Reading) – students will read an authentic school schedule from Italy and will answer True/False statements and will correct the false statements citing evidence from the schedule. Students will also respond to questions about the school schedule in Italian.
 - Interpersonal (Speaking) - students will converse in pairs about their school day, their preferences, and the materials they need for their favorite class.
 - Presentational (Writing) – Students will research the school system in Italy and will give the following information in Italian: the name of the town and its location in Italy, the capital, the month school starts and school ends, the months in which students have breaks during the school year, the number of days students go to school a week and identify the specific days students attend school, the main subjects students learn. Using this information, students will write a paragraph comparing/contrasting the school system in Italy to their own (paragraph to be completed in English).
- Teacher made tests
- Teacher made quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Take dictation.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- Listen to a passage and follow a map or diagram.
- Use a checklist during a listening activity to illustrate comprehension.
- Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- Retell a simple story and/or event after having read or listened to a passage.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Create a poster to illustrate something learned, using technology when appropriate.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- Match written questions with appropriate answers.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- Send and respond to simple invitations.
- Interview a peer to gather information to fill out a form or complete a simple survey.
- Work in pairs or in groups to retell a story that has been presented.
- Give and/or follow simple directions.
- Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- Work in pairs or groups to compare, complete or describe a picture.
- Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- Work in pairs or groups on an Internet task such as a Web Quest.
- Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- Work in pairs on dictation activities.

- Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Write simple journal entries in present tense.
- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Create a PowerPoint presentation that illustrates something learned.
- Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Develop and present a simple fashion show.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Compile a directory of resource persons.
- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Produce crafts and/or artwork that are representative of the target culture(s).
- Find cognates in culturally authentic materials.
- Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- Create a chart comparing cultural products, practices and perspectives on current events.
- Compare advertisements or commercials for a given product.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards

- Authentic resources/materials
- Music
- Internet resources
- Audio and Video Files
- Internet/TV from around the world
- Magazines, newspapers, songs, maps and other culturally authentic materials.
- Google Classroom
- Textbook
- Workbook
- E-Text and Activities

Equipment Needed:

- Computer with internet access & speakers
- Projector/Smartboard
- Whiteboard and markers
- Maps
- Audio lab
- Document Camera
- Computers/ Chromebooks
- DVD player

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: My Family

Target Course/Grade Level: Introduction to Italian – Grade 7

Unit Summary: Students use the target language in the three modes of communication to talk about family and friends. Students will learn to talk about their family members, describe themselves and their family members, and talk about traditional Italian food. Students will also read about and explore family culture and traditions in Italy while comparing them to their own.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

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 Recognize a few common gestures and cultural practices associated with the target cultures.

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.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.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.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

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.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

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

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

NJLSA.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.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Technology:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Comprehensive Health & Physical Education:

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

2.4.2.A.2. Distinguish the roles and responsibilities of different family members.

2.4.6.A.1. Compare and contrast how families may change over time.

Unit Understandings:

Students will understand that...

- Every family is different; however, each country has its own traditions when it comes to family culture.
- Food is important to all cultures and has a strong tie to traditions and norms.

Unit Essential Questions:

- How do family structures in the United States compare to those in Italy?
- How does culture impact family in Italian culture?
- How is food important to culture?

Knowledge and Skills:

Students will know...

- Family member vocabulary
- Adjectives to describe physical and personality traits
- Colors
- Essere
- Food vocabulary terms
- Traditional Italian foods
- Structures to express likes and dislikes

Students will be able to ...

- Identify family members and describe them
- Identify colors
- Name foods in Italian and express likes and dislikes.
- Recognize typical Italian cuisine.
- Describe family traditions pertaining to food.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive listening- Students will hear a description about an Italian family and will have to answer multiple choice questions in English.
 - Interpretive reading- Students will read about an Italian family and identify key vocabulary/grammar structures from the unit, and will verify statements made in the text and correct false information based on the text.
 - Interpersonal speaking- Using their family trees, students work in pairs to inquire about their classmates’ family members. They find out who is in a classmate’s family, their names, and what they are like in Italian.
 - Presentational writing- Students create a family tree in Italian detailing their immediate family and extended family members. They provide their names and a brief description of each person.
- Teacher made tests
- Teacher made quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Take dictation.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- Listen to a passage and follow a map or diagram.
- Use a checklist during a listening activity to illustrate comprehension.
- Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- Retell a simple story and/or event after having read or listened to a passage.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Create a poster to illustrate something learned, using technology when appropriate.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- Match written questions with appropriate answers.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- Send and respond to simple invitations.
- Interview a peer to gather information to fill out a form or complete a simple survey.
- Work in pairs or in groups to retell a story that has been presented.
- Give and/or follow simple directions.
- Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- Work in pairs or groups to compare, complete or describe a picture.
- Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- Work in pairs or groups on an Internet task such as a Web Quest.
- Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- Work in pairs on dictation activities.

- Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
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