



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

Springfield Public Schools
Springfield, New Jersey 07081

Italian I

Curriculum Guide

2025

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

Springfield Board of Education
Approved July 28, 2025



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

Springfield Public Schools Springfield, New Jersey

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Superintendent of Schools**

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Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: 23

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Rinaldi

Adopted: July 28, 2025

Curriculum Update

To approve the following curriculum revisions:

- a. Middle School
 - i. Grade 6 Social Studies
 - ii. Grade 7 Social Studies
 - iii. Grade 8 Social Studies
- b. High School
 - i. Italian I
 - ii. Italian II
 - iii. Italian III
 - iv. Italian IV

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 28, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 29th day of July 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.



Content Area: Italian 1	Course: Italian	Grade Level(s) : 9-12
Unit Title: Chapter I		
Unit Summary: Students will learn how to give and receive directions.		
Primary Interdisciplinary Connections: Latin 21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students need to learn vocabulary, expressions and forms of the verb "essere" dealing with giving and receiving directions. They would need to learn specific vocabulary of buildings and places found in a city.		
Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.		

Standards: 7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSNT.2; 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2; SEL.PK-12.5.2
Content Statements: Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: • Respond to learned questions. • Ask memorized questions. • State needs and preferences. • Describe people, places, and things. Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: • Make lists. • State needs and preferences. • Describe people, places, and things. Cultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)



Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

Learning about age and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Technology:

Advocate and practice safe, legal, and responsible use of information and technology.

Exhibit leadership for digital citizenship.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.



7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts on one's own behavior.
SEL.PK-12.5.2	Recognize the importance of self confidence in handling daily tasks and challenges.
Unit Essential Questions: • How do you recognize an Italian city? • How can you give and receive directions to and from places in a city? • What are ways to ask for information? • How do you buy a train, bus or plane ticket?	
Unit Enduring Understandings: • Students will have knowledge of specific vocabulary words dealing with places in the city, transportation, directions and trips. • Students will be able to ask for directions using vocabulary learned. • Students will be able to receive and understand directions from different places in a city. • Students will be able to ask for information dealing with traveling and places to go in the city.	
Unit Learning Targets: Students will....know how to ask and give directions.	



Summative Assessment: Assessment of performance through conversation, traditional test and quizzes

Equipment Needed: Textbook, laptops, videos, headphones, and Internet access

Teacher Resources: Laptop, Conjuguemos.com, Prego website, projector, Internet

Formative Assessments:

- Class participation
- Homework
- In class work
- Oral presentations
- Oral and written quizzes, quests and tests
- Teacher questioning
- Projects



Lesson	Time Frame
Lesson 1 Una citta' Italiana - learning voc dealing with places in a city, means of transportation and other expressions relating to directions	5-6 days
Lesson 2 Dov'e' - learning how to give and receive directions and plural of nouns	5-6 days
Lesson 3 The verb avere and the subject pronouns	6-7 days
Teacher Notes: Encourage students to participate in oral drills and practice with a partner giving and receiving directions. Stress the importance of the subject pronoun and the verb avere.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: www.mhhe.com/prego7 http://www.nj.gov/education/frameworks/worldlanguages/about.com.italian workbook-Prego Super Ciao LinkIt! Conjuguemos.com	



Lesson Plan 1 Template

Content Area: Italian I **Course:** Italian I **Lesson Title:** Una città' Italiana **Time Frame:** 5-6 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts

Integration of Technology:

Internet, PowerPoints, LinkIt!, conjuguemos.com

Equipment Needed:

Laptop, projector, textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the vocabulary pertaining to places in the city - List means of transportation - Use expressions utilized in giving and receiving directions - Integrate "altre espressioni" related to give directions - Identify the correct preposition - Research and make a PowerPoint about an Italian city	Lesson Sequence - Introduce vocabulary and brief dialogues - Discuss Italian cities - Conduct oral drills and written exercises - Work in pairs to practice brief dialogues and the asking of specific questions - Work on PowerPoint	- Homework - Class participation - Oral - Written quiz - PowerPoint presentation
Differentiation: Students engage in further study using varied materials based on readiness and learning style Students work on varied assignments at varied levels of complexity and pacing		
Resources Provided: - Textbook - yahooitalia.com		



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- Teacher made handouts
- Prego website



Lesson Plan 2 Template

Content Area: Course: Italian I **Lesson Title:** Directions and Plural of nouns **Time Frame:** 5-6 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts

Integration of Technology:

Websites: www.mhhe.com/prego
www.conjuguemos.com/ kahoot/ed puzzle/Superciao

Equipment Needed:

Computer/Textbook/Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Show proficiency in the vocabulary learned • Give and receive directions • Ask for information • Form plural of nouns • Answer to c'e', ci sono and dov'e'	Lesson Sequence • Use vocabulary learned in sentences and brief dialogue • Listen to dialogue • Create a brief dialogue and practice in oral sessions with teacher and in pairs with other students • Explain regular and irregular plural • Written exercises related to the plural	• Homework • In class participation • Written quiz • Oral quiz • Class presentation
Differentiation: Students engage in further study using varied materials based on readiness and learning style Students work on varied assignments at varied levels of complexity and pacing		



Choice of oral and written test may be given to students who excel or have deficiency in a particular area

Resources Provided:

- Textbook
- Teacher made handouts
- Prego website



Lesson Plan 3 Template

Content Area: Italian I **Course:** Italian I **Lesson Title:** The verb avere and the subject pronouns
Time Frame: 6-7 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts

Integration of Technology:

Laptop, Internet, Projector, www.mhhe.com/prego7
conjuguemos.com, LinkIt!

Equipment Needed:

textbook, workbook, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be introduced and practice the subject pronoun • Know the difference between formal and polite conversation • Use the verb avere • Identify specific idiomatic expressions using the verb avere • Use the verb avere to answer to specific questions and to write a brief composition about themselves	Lesson Sequence • Introduce the subject pronoun • Use in exercises both written and oral • Introduce the verb avere • Oral session using the verb avere in oral drill • Written exercises both in class and home • Work on study guide with partner	• Homework • Classwork • Class participation • Oral and listening comprehension quiz • In class composition • Written "quest"
Differentiation: Students engage in further study using varied materials based on readiness and learning style Students work on varied assignments at varied levels of complexity and pacing		



Choice of oral and written tests may be given to students who excel or have deficiency in a particular area

Resources Provided:

- Textbook
- Teacher made handouts
- Prego website
- Superciao
- Prego workbook



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

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

Content Area: Italian	Grade Level: 9-12	Course Title: Italian I
Created: Josephine Cioffi		Board Approved on:



Content Area: Italian I	Course: Italian	Grade Level(s) : 9-10
Unit Title: Chapter 2 Unit Summary: Chi siamo- Adjectives to describe physical and psychological characteristics. Primary Interdisciplinary Connections: Latin 21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students will learn adjectives of nationality, adjectives describing physical and psychological characteristics, learn expressions and forms of the verb "essere". Students will know how to describe self and others.		
Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.		

Standards: 7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSNT.2; 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2; SEL.PK-12.5
Content Statements: Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: • Respond to learned questions. • Ask memorized questions. • State needs and preferences. • Describe people, places, and things. Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: • Make lists. • State needs and preferences. • Describe people, places, and things. Cultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)



Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

Learning about age and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Technology:

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CPI#:	Cumulative Progress Indicator (CPI):
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7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.



9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPERS.6).
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.3.2	Recognize the impact one's feelings and thoughts on one's own behavior.
SEL.PK-12.5.2	Recognize the importance of self confidence in handling daily tasks and challenges.
Unit Essential Questions: • What are ways to recognize adjectives used to describe people? • How and when do we use the verb essere and avere? • What adjectives are used to describe people of different nationalities as well as adjectives to identify their physical and psychological characteristics? • How can we make adjectives plural?	
Unit Enduring Understandings: • Students will have knowledge of specific adjectives and the verb essere in order to describe self and others. • Students will be able to recognize adjectives and learn how to use the verb essere. • Students will be able to write a 30 word paragraph to describe self or others. • Students will be able to use the correct definite articles in describing self or others.	
Unit Learning Targets: Students will know how to describe self and others.	



Summative Assessment: Assessment of performance through conversation, traditional test and quizzes

Equipment Needed: Textbook, laptops, videos, headphones, and Internet access.

Teacher Resources: Laptop, conjuguemos.com, [prego website](http://prego.com), teacher's manual, projector, Internet

Formative Assessments:

- Class participation
- Homework
- In class work
- Oral presentations
- Oral and written quizzes,quests and test
- Teacher questioning
- Projects



Lesson	Time Frame
Lesson 1 Chi siamo/adjectives of nationality, colors and adjectives of physical characteristics	5-6 days
Lesson 2 The definite articles and plural of adjectives	5-6 days
Lesson 3 The verb "essere" and reviewing the subject pronouns	6-7 days
Teacher Notes: Encourage students to participate in oral drills and practice with a partner giving and receiving directions. Stress the importance of the subject pronouns and verbs.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: teacher made worksheets www.mhhe.com/prego7 http://www.conjuguemos.com http://www.nj.gov/education/frameworks/worldlanguages/workbook-Prego SuperCiao LinkIt!	



Lesson Plan 1 Template

Content Area: Italian **Course:** Italian I **Lesson Title:** Chi siamo/adjectives **Time Frame:** 5-6 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

English, Social Studies, music/latin

Integration of Technology:

Internet, Laptop, PowerPoints, LinkIt!

Equipment Needed:

laptop, projector, textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and use vocabulary to describe people - Identify and use adjectives to describe physical characteristics - Use adjectives in sentences - Make agreement expressions - Describe self and others both orally and in writing	Lesson Sequence - Introduce vocabulary and brief dialogues - Discuss and use adjectives in short sentences - Oral drills and written exercises - Work in pairs to practice brief dialogues and specific questions - Work on PowerPoint to describe someone famous	- Home work - Class participation - Oral - Written quiz - PowerPoint presentation
Differentiation: Students engage in further study using varied materials based on readiness and learning style Students work on varied assignments at varied levels of complexity and pacing		
Resources Provided: - www.mhhe.com/prego7 - http://www.conjuguemos.com - http://www.nj.gov/education/frameworks/worldlanguages/ - about.com/italian - www.mhhe.com/prego7 - workbook-prego - SuperCiao - LinkIt!		



- Conjuguemos.com

Lesson Plan 2 Template

Content Area: Italian **Course:** Italian I **Lesson Title:** Description and Plural of adjectives
Time Frame: 5-6 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts

Integration of Technology:

Website: www.mhhe.com/prego
yabla.com

Equipment Needed:

Computer/Textbook/Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Show proficiency in the voc learned • Describe self and others using at least 30 words • Ask and answer to questions such as: com'e', come sono, di dov'e' • Write plural form of adjectives • Utilize a picture prompt to orally describe a person or self without the use of notes	Lesson Sequence • Use voc learned in sentences and brief dialogue • Listen to dialogue • Create brief dialogue and practice in oral sessions with teacher and in pairs with other students • Explain regular and irregular plural • Written exercises related to the plural	• Homework • In class participation • Written quiz • Oral quiz • Class presentation
Differentiation: Students engage in further study using varied materials based on readiness and learning style Students work on varied assignments at varied levels of complexity and pacing Choice of oral and written tests may be given to students who excel or have deficiency in a particular area		



Resources Provided:

- Textbook
- Teacher made handouts
- Prego website



Lesson Plan 3 Template

Content Area: Italian **Course:** Italian I **Lesson Title:** The verb essere and the definite articles
Time Frame: 6-7 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts

Integration of Technology:

computer, Internet, projector, www.mhhe.com/prego7
conjuguemos.com, LinkIt!

Equipment Needed:

textbook, workbook, computer, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review subject pronouns - Identify the verb "essere" - Use the verb essere to describe self and other people - Learn specific idiomatic expressions using the verb essere - Use the essere and the verb avere to expand to describe people and self - Utilize definite articles and identify how they are used before nouns. - Answer specific questions and to write a brief composition using the verb essere, avere and expressions learned about themselves	Lesson Sequence - Review the subject pronoun - Use the verb essere with adjectives learned in oral and written exercises - Introduce three expressions with essere - Oral session using the verb essere and avere in oral drill - Written exercises both in class and home - Work on study guide with partner	- Homework and - Classwork - Class participation - Oral and listening comprehension quiz - In class composition - Written "quest"
Differentiation: Students engage in further study using varied materials based on readiness and learning style		



Students work on varied assignments at varied levels of complexity and pacing
Choice of oral and written test may be given to students who excel or have deficiency in a particular area

Resources Provided:

- Textbook
- Teacher made handouts
- Prego website
- conjuguemos.com



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

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

Content Area: Italian	Grade Level: 9-12	Course Title: Italian I
Created: Josephine Cioffi		Board Approved on:



Content Area: Italian I	Course: Italian	Grade Level(s) : 9-10
Unit Title: Chapter 3 Unit Summary: Students will learn about school subjects, are verbs, and members of the family. Primary Interdisciplinary Connections: Latin 21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students need to learn vocabulary related to school, how to conjugate and use are verbs, nouns related to family, possessives, and demonstrative pronouns.		
Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.		

Standards: 7.1.NL.IPRET.1;;7.1.NL.IPRET.2;;7.1.NL.IPERS.3; 7.1.NL.IPERS.6; 7.1.NL.PRSNT.2; 9.4.12.CI.1; 9.4.12.GCA.1; 9.4.12.IML.8;9.4.12.TL.4; SEL.PK-12.1.1; SEL.PK-12.3.2; SEL.PK-12.5.2
Content Statements: Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: • Respond to learned questions. • Ask memorized questions. • State needs and preferences. • Describe people, places, and things. Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: • Make lists. • State needs and preferences. • Describe people, places, and things. Cultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)



Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

Learning about age and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Technology:

Advocate and practice safe, legal, and responsible use of information and technology.

Exhibit leadership for digital citizenship.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.



9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
SEL.PK-12.1.1 SEL.PK-12.3.2 SEL.PK-12.5.2	Recognize one's feelings and thoughts. Recognize the impact one's feelings and thoughts on one's own behavior. Recognize the importance of self confidence in handling daily tasks and challenges.
Unit Essential Questions: - How do you recognize, conjugate and use are verbs and the irregular "essere" and "avere"? - What words are used to describe family and members of the family? - What words and phrases are used to talk about school subjects? - What phrases are used to talk about your daily routine?	
Unit Enduring Understandings: - Students will have knowledge of specific vocabulary words related to school and family. - Students will be able to talk about their family and their school day. - Students will be able to talk about school day activities and subjects studied. - Students will be able to describe and talk about each member of their family.	
Unit Learning Targets: Students will be able to name members of the family and describe each member of the family. Talk about the school activities of students and professors.	



Summative Assessment: Assessment of performance through conversation, traditional test and quizzes

Equipment Needed: Textbook, laptops, videos, headphones, and Internet access

Teacher Resources: Laptop, conjuguemos.com, [prego website](http://prego.com), teacher's manual, projector, Internet

Formative Assessments:

- Class participation
- Homework
- In class work
- Oral presentations
- Oral and written quizzes, quests and test
- Teacher questioning
- Projects



Lesson	Time Frame
Lesson 1 School subjects - learning voc related to school	5-6 days
Lesson 2 Learn voc related to family	5-6 days
Lesson 3 The are verbs and some irregular verbs like andare and fare	6-7 days
Teacher Notes: Encourage students to participate in oral drills and practicing with a partner giving and receiving directions. Stress the importance of the subject pronouns and the verb avere	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: • www.mhhe.com/prego7 • http://www.conjuguemos.com • http://www.nj.gov/education/frameworks/worldlanguages/ • workbook-Prego • SuperCiao • LinkIt!	



Lesson Plan 1 Template

Content Area: Italian **Course:** Italian I **Lesson Title:** Materie e orario di studio/Subjects and school schedule
Time Frame: 5-6 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts

Integration of Technology:

Internet, Laptops, PowerPoints

Equipment Needed:

Laptop, projector, textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify school subjects - Create a school schedule - Use verbs studiare, imparare, insegnare, avere - Practice "altre espressioni" related to school environment - Converse about a typical school day - Research and make a PowerPoint about their school schedule	Lesson Sequence - Introduce vocabulary and brief dialogues - Discuss vocabulary related to school environment - Practice oral drills and written exercises - Work in pairs to practice brief dialogues and specific questions - Create a PowerPoint	- Homework - Class participation - Oral - Written quiz - PowerPoint presentation
Differentiation: Students engage in further study using varied materials based on readiness and learning style Students work on varied assignments at varied levels of complexity and pacing		
Resources Provided: - Textbook - Teacher made handouts - Prego website/Workbook Pages - conjuguemos.com - yahooitalia.com - LinkIt! - SuperCiao		



Lesson Plan 2 Template

Content Area: Italian **Course:** Italian I **Lesson Title:** La famiglia/Members of the family
Time Frame: 5-6 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts

Integration of Technology:

www.mhhe.com/prego
conjuguemos.com

Equipment Needed:

Laptop/Textbook/Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Show proficiency in the vocabulary learned • Give and receive directions • Ask for information • Conjugate to form plural of nouns • Answer to c'e', ci sono and dov'e'	Lesson Sequence • Use vocabulary learned in sentences and have a brief dialogue • Listen to dialogue • Create brief dialogue and practice in oral sessions with teacher and in pairs with other students • Explain regular and irregular plural • Written exercises related to the plural	• Homework • In class participation • Written quiz • Oral quiz • Class presentation
Differentiation: Students engage in further study using varied materials based on readiness and learning style Students work on varied assignments at varied levels of complexity and pacing		



Choice of oral and/or written assignment/assessment may be given to students who excel or have deficiency in a particular area

Resources Provided:

- Textbook
- Teacher made handouts
- Prego website
- conjuguemos.com
- yahooitalia.com
- Superciao
- LinkIt!



Lesson Plan 3 Template

Content Area: Italian I **Course:** Italian I **Lesson Title:** are verbs, irregular verbs and possessive
Time Frame: 6-7 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

Language Arts

Integration of Technology:

Laptop, Internet, Projector, www.mhhe.com/prego7
conjuguemos.com, LinkIt!

Equipment Needed:

textbook, workbook, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Conjugate the are verbs • Use verbs in sentences • Use the verb andare e fare • Identify rules for verbs ending in care, gare • Practice verbs conversation and in writing • Create a PowerPoint on about their family tree	Lesson Sequence • Introduce the 'are' verbs pronoun • Verb exercises both written and oral • Practice the verb learned • Oral session using the 'are' verb and some irregular verbs • Written exercises both in class and home • Work on a study guide with partner	• Homework • Classwork • Class participation • Oral and listening comprehension quiz • In class composition • Written "quest"
Differentiation: Students engage in further study using varied materials based on readiness and learning style Students work on varied assignments at varied levels of complexity and pacing Choice of oral and written test may be given to students who excel or have deficiency in a particular area		
Resources Provided: • Textbook • Teacher made handouts • Prego website • conjuguemos.com • SuperCiao		



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

Content Area: Italian	Grade Level: 9-12	Course Title: Italian I	
Created: Josephine Cioffi		Board Approved on:	