



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

Springfield Public Schools
Springfield, New Jersey 07081

Italian II

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
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

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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



Unit Overview Template

Content Area:	Italian II	Grade Level:	9-12	Unit Title:	Capitolo 5: Prendiamo Un Caffè
Unit Summary: Students will be able to order in Italian using pertinent caffè vocabulary and expressions, as well as expressing preferences in what they like to drink and eat. They will also be able to talk about past events.					
Primary Interdisciplinary Connections: ELA					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	This unit will use a variety of regular and irregular verbs in the past tense. They will also recycle the verbs to be and to have in order to describe actions in the past. They will use caffè vocabulary in context and conversation as well as culturally.				
Career Readiness: (Standard 9)	Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.				

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning. Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.



Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target 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. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target culture(s).
7.1.NL.IPRET.2	
7.1.NL.IPRET.3	
7.1.NL.IPRET.4	
7.1.NL.IPERS.1	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.2	
7.1.NL.IPERS.3	
7.1.NL.PRSNT.1	- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.2	
SEL.PK-12.1.3 SEL.PK-12.1.4	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges



SEL.PK-12.3.4	• Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	• Utilize positive communication and social skills to interact effectively with others.
9.2.12.C.5	• Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
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

Unit Enduring Understandings:

The learner will be able to:

- Describe coffee shop vocabulary using basic information exchanges
- Say what they like to eat and drink using the verb piacere + food nouns
- Express preferences using preferire
- Use essere and avere correctly in the present tense & past tense
- Describe what they are eating
- Say past events
- Make cultural comparison to the Italian caffè bar vs. the American coffee shop
- Discuss Italian eating habits

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation pertaining to ordering in a caffè/bar. They will be able to recognize and identify vocabulary related to foods and beverages. They will be able to express their likes, dislikes and preferences as it pertains to coffee and snack food vocabulary. Essere and avere verbs will be reviewed in the present tense and will be introduced as helping verbs in the past tense.



Evidence of Learning

Summative Assessment: 10 -15 days Students will work on a *caffè menu* project based assessment, where they will create their own authentic caffè bar menu. In addition, they will research the history of different historical bars of Italy and their importance culturally. Quizzes and tests will be given to assess knowledge of vocabulary and grammar both orally, and written.

Equipment Needed: laptop, projector

Teacher Prego Textbook, menus, authentic target language resources

Resources:

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self assessments
- Games
- Tests & Quizzes on LinkIt!



Lesson Plans

Lesson	Time Frame
Lesson 1 Al Caffè/Bar	5 days: 42 minutes daily
Lesson 2 Passato Prossimo con Avere	5 days: 42 minutes daily
Lesson 3 Culture: Il Bar Italiano	2 days: 42 minutes daily

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, verb charts, and PowerPoints on grammatical usage and structures.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.mhhe.com/prego7

<https://kahoot.com/>

SuperCiao

www.conjugemos.com

<https://www.youtube.com/watch?v=LII1lAXSyOE> “Colazione al Bar”

https://www.youtube.com/watch?v=2_VwcAlQUyU “Al Bar”



Lesson Plan 1 Template				
Content Area:	Italian II	Lesson Title:	Caffè Cappuccino	Time Frame: 5 days
Lesson Components				
<u>21st Century Themes</u>				
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy				
<u>21st Century Skills</u>				
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Mathematics as it relates to dollar to euro conversion and calculating a tip. Students will learn the geography of famous Italian cities that have cultural significance relating to historical coffee shops.				
Integration of Technology: PowerPoint, YouTube videos, LinkIt!				
Equipment Needed: laptop, projector, iPads				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Practice ordering at an Italian coffee bar - Express how they are feeling (<i>hungry, thirsty..</i>) - Express likes & dislikes	Lesson Sequence 1. Give each student a copy of a sample dialogue. 2. Using a cloze activity and their vocabulary list, they will fill in what they personally would like to eat and drink. 3. Divide the students into pairs. 4. Set the classroom up so each table acts as a coffee shop counter with one student standing on either side of the table facing their partner. 5. The pairs then practice the conversation, exchanging roles	- Classroom participation - Using the appropriate “I like” expression - Ordering drinks and snacks in a caffè - Entrance & exit cards - Practice games & quizzes - Role-play - Listening activity



	each time they complete the dialogue. 6. As the students become more familiar with the script, they cover the worksheet until they can memorize the dialogue. 7. Students then use the structure of the dialogue and a coffee shop menu that they created earlier in the week. 8. Practice the conversation, in which they order food and drinks with one student being the barista and the other being the customer. 9. Incorporate the cultural component of using counter vs. table service. 10. Incorporate Euro conversion for the bill and tip. 11. When everyone has finished, pairs of students perform their dialogues in front of the class. 12. The student observers will use this opportunity as a listening activity. 13. They will write what their classmates ordered.	
Differentiation: Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.		
Resources Provided: • Samples of older project menus and conversations		



- Coffee and snack vocabulary
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Website links
- youtube authentic videos



Lesson Plan 2 Template		
Content Area: Italian II	Lesson Title: Passato Prossimo con Avere	Time Frame: 5 days
Lesson Components		
<u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u> ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Communication Arts		
Integration of Technology: PowerPoint, YouTube videos, LinkIt!		
Equipment Needed: Laptops, projector, iPads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand and use the past tense with Avere. - Know how to form regular and irregular past participles. - Know the various key adverbs that indicate the past. - Tell about states that happened in the past, and form questions using the past tense.	Lesson Sequence 1. Do now: Questions– Students will be asked simple questions related to actions that happened in the past by using certain adverbs. (e.g. yesterday, last night, last week, etc) Sample questions to warm up the class. - What did you do after school yesterday? - Did you play soccer last week? - What did you eat/drink for breakfast? 2. The teacher writes the verbs on the board, the form of the verbs will be marked, so that	- Classroom participation - Using the appropriate forms of “avere in the present tense with past participle” - Entrance & exit cards - Practice games & quizzes - Role-play - Oral responses



	students will notice the avere and the past participle of the verb. (1) Ho studiato la matematica. =I studied<u>ed</u> math. (2) Si, ho giocato a calcio la settimana passata. Yes, I played<u>ed</u> football last week. (3)Ho mangiato il cereale. Ho bevuto un succo di frutta. 3. Physical Response – Some students will be asked to perform certain activities and after they finish, their classmates will be asked to tell about the activity they saw. The verbs are specific to the list of verbs that use avere as the helping verb. Ex. Student A. will be asked to walk in the classroom. Teacher: will ask about A's activity Student B.: will point out to A. and say (A) walked in the classroom. (Students will practice this exercise with different verbs.) 4. Teacher input – The teacher will explain that the past tense is used to tell about states completed at a certain point of time in the past. The teacher also will point out past participle formation and usage. 5. Homework assignment – Write about yourself: Think of a	
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	time you went to a coffee shop. Say what you did in the past, what you ordered, drank and ate. Use the verbs, adverbs, past participles and coffee vocabulary.	
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Differentiation:

Students will receive verb charts and past participle worksheets and PowerPoints with audio to help with grammatical structures in order to aid the visual and auditory learners. In addition, TPR activities will aid the kinesthetic learner. Worksheets are adjusted and modified according to IEPs and 504 plans.

Resources Provided:

- Verb and regular and irregular past participle charts
- Coffee and snack vocabulary
- Rubrics for writing, speaking, and peer evaluation
- Textbook resources
- Website links
- Youtube authentic videos



Lesson Plan 3 Template			
Content Area: Italian II	Lesson Title: Il Bar Italiano	Time Frame: 5 days	
Lesson Components			
<u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Mathematics as it relates to dollar to euro conversion and calculating a tip. Geography of famous Italian cities that have cultural significance relating to historical coffee shops.			
Integration of Technology: PowerPoint, YouTube videos on historical Italian caffè, LinkIt!			
Equipment Needed: laptops, projector, iPads			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Gain insights into Italian bar/café culture. - Identify essential Italian coffee terms. - Compare and contrast the Italian vs. the American style coffee shop.	Lesson Sequence 1. Introduce the lesson by telling students that today, they will be reading a short cultural note in Italian to understand the Italian coffee culture. 2. Let the class know that they will be reading it several times and discussing it with their groups. 3. In groups, read around the group aloud the reading on page 117 in the <u>Prego</u> textbook. 4. In groups, create a list of the vocabulary found in the reading	- Oral discussion - Venn diagram - Comprehension questions - Cloze activity



- of the types of coffee served in an Italian coffee bar.
5. Read aloud as a class.
 6. Students will summarize what that reading is saying.
 7. Discuss the ways to order and the cultural differences.
 8. In groups, students will fill out a Venn Diagram culturally comparing and contrasting the Italian coffee culture vs. the American coffee culture.
 9. Discuss as a class the similarities and differences between the American vs. Italian coffee bar.

Differentiation:

Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition, students will receive a reading that is underlined with key elements to help decode what they are reading. Reading is adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as a Venn Diagram for all students.

Resources Provided:

- Coffee and snack vocabulary
- Venn diagram
- Textbook resources
- Website links
- YouTube authentic videos
- SuperCiao



Lesson Reflection

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

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

template

Content Area: Italian 2	Grade Level: 9-12	Unit Title: Prendiamo un caffè
Created: Josephine Cioffi	Board Approved on:	



Unit Overview Template

Content Area: Italian II **Grade Level:** 9-12 **Unit Title:** **Capitolo 6: Buon Appetito!**

Unit Summary: Students will be able to order in Italian using Italian food and beverage vocabulary as well as applying appropriate food related expressions. They will be able to say what they would like to eat or drink as well as expressing what they prefer. They will also be able to talk about past events using essere, use interrogatives appropriately and direct object pronouns. Cultural comparisons will be made with the meal time experience and habits, while discussing the various regional specialities.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit will use regular and irregular verbs in the past tense. They will also recycle the verbs to be and to have in order to describe actions in the past. They will use food and beverage vocabulary in context and conversation as well as culturally compare the Italian meal time to the American. Students will gain an understanding of the variety of foods offered in the different regions of Italy.

Career Readiness (Standard 9) Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Standards: **7.1 World Languages:** World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.



Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target 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. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target culture(s).
7.1.NL.IPRET.2	
7.1.NL.IPRET.3	
7.1.NL.IPRET.4	
7.1.NL.IPERS.1	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.2	
7.1.NL.IPERS.3	
7.1.NL.PRSNT.1	- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.2	
SEL.PK-12.1.3	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.1.4	
SEL.PK-12.3.4	
SEL.PK-12.5.2	



9.2.12.C.5	Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
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

Unit Enduring Understandings:

The learner will be able to:

- Describe food and beverage vocabulary using basic information exchanges
- Say what they like to eat and drink using the verb piacere + food nouns
- Express preferences using preferire
- Use essere and avere correctly in the present tense & past tense
- Make past participle agreement
- Describe what they are eating
- Saying past events
- Make a cultural comparison of the Northern vs. Southern Italian foods
- Discuss Italian eating habits
- Use interrogatives correctly
- Use direct objects to replace food and beverage nouns
- Learn about the Italian holidays and traditional foods of the holiday season

Unit Learning Targets:

Students will be able to engage in a very basic introductory conversation pertaining to ordering in an Italian restaurant. They will be able to recognize and identify vocabulary related to foods and beverages. They will be able to express their likes, dislikes and preferences as it pertains to coffee and snack food vocabulary. The variety of regional foods of Italy will be compared and contrasted. Holidays in Italy will be presented as well as traditional foods served during the holiday season. Essere and avere verbs will be reviewed in the present tense and will be introduced as helping verbs in the past tense.

Evidence of Learning

Summative Assessment: 10 -15 days Students will work on a *caffè menu* project based assessment, where they will create their own authentic caffèbar menu. In addition, they will research the history of different historical bars of Italy and their importance culturally. Quizzes and tests will be given to assess knowledge of vocabulary and grammar both orally, and written.

Equipment Needed: laptop, projector, iPads

Teacher SuperCiao, menus, authentic target language resources

Resources:

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers



- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- LinkIt! tests/Quizzes
- Visual representations
- Think pair share
- Peer/self assessments
- Games



Lesson Plans

Lesson	Time Frame
Lesson 1 Al Ristorante	5 days: 42 minutes daily
Lesson 2 Passato Prossimo con Essere	5 days: 42 minutes daily
Lesson 3 Regional Foods of Italy	5 days: 42 minutes daily

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, verb charts, and PowerPoints on grammatical usage and structures.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.mhhe.com/prego7

SuperCiao

<https://kahoot.com/>

www.conjuegemos.com

<https://www.youtube.com/watch?v=5Py6Ixe1vWI> Al Ristorante

<https://www.youtube.com/watch?v=aKOM8dC8qWs> Essere or Avere



Lesson Plan 1 Template		
Content Area: Italian II	Lesson Title: Al Ristorante	Time Frame: 5 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Mathematics as it relates to dollar to euro conversion and calculating a tip. Geography of famous Italian regions and cities with cultural significance relating to foods.		
Integration of Technology: PowerPoint, YouTube videos, LinkIt!		
Equipment Needed: laptop, projector, iPads		

Students will:	Lesson Sequence	
- Practice ordering at an Italian restaurant - Express how they are feeling (<i>hungry, thirsty</i>) - Express likes & dislikes	1. Give each student a copy of a sample dialogue. 2. Using a cloze activity and their vocabulary list, they will fill in what they personally would like to eat and drink. 3. Divide the students into pairs. 4. Set the classroom up so it looks like a restaurant. 5. The pairs then practice the conversation, exchanging roles each time they complete the dialogue. 6. As the students become more familiar with the script, they	- Classroom participation - Using the appropriate “I like” expression - Ordering drinks and a meal at an Italian restaurant - Entrance & exit cards - Practice games & quizzes - Role-play - Listening activity



	cover the worksheet until they can memorize the dialogue. 7. Students then use the structure of the dialogue and a restaurant menu that they created earlier in the week. 8. Practice the conversation, in which they order food and drinks with one student being the waiter and the others will be the customer. 9. Incorporate the cultural component of how much to tip, and meal times in Italy. 10. Include Euro conversion for the bill and tip. 11. When everyone has finished, pairs of students perform their dialogues in front of the class. 12. The student observers will use this opportunity as a listening activity. 13. They will write what their classmates ordered.	
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Differentiation:

Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition, students will receive a reading that is underlined with key elements to help decode what they are reading. Reading is adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as a Venn Diagram for all students.

Resources Provided:

- Coffee and snack vocabulary
- Venn diagram
- Textbook resources
- Website links
- youtube authentic videos



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Lesson Plan 2 Template		
Content Area: Italian II	Lesson Title: Passato Prossimo con Essere	Time Frame: 5 days
Lesson Components		
<u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u> ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Communication Arts		
Integration of Technology: PowerPoint, YouTube videos, LinkIt!		
Equipment Needed: Laptops, projector, iPads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand and use the past tense with Essere. - Know how to form regular and irregular past participles, as well as agreement. - Know the various key adverbs that indicate the past. - Tell about states that happened in the past, and form questions using the past tense. - Identify the verbs that take essere with “la casa di Essere” tool.	Lesson Sequence 1.Do now: Questions– Students will be asked simple questions related to actions that happened in the past by using certain adverbs. (e.g. yesterday, last night, last week, etc) Sample questions to warm up the class. - Where did you go for lunch? - Where did you do after school yesterday?	- Classroom participation - Using the appropriate forms of “ Essere in the present tense with past participle” - Entrance & exit cards - Practice games & quizzes - Role-play - Oral responses



	• At what time did you arrive at school? 2. The teacher writes the verbs on the board, the form of the verbs will be marked, so that students will notice essere and the past participle of the verb. Sono andato/a al ristorante “Cioffi’s.”. (2) Sono andato/a alla casa di un amico. (3) Sono arrivato/a alle 7:30. 3. Physical Response – Some students will be asked to perform certain activities and after they finish their classmates will be asked to tell about the activity they saw. The verbs are specific to the list of verbs that use essere as the helping verb. They will use la casa di essere to identify which take essere. Ex. Student A. will be asked to walk in the classroom. Teacher: will ask about A’s activity Student B. will point out to A. and say (A) walked in the classroom. (Students will practice this exercise with different verbs.) 4. Teacher input – The teacher will explain that the past tense is used to tell about states completed at a certain point of time in the past. The teacher	
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	also will point out past participle formation and usage. 5. Homework assignment – Write about yourself: Think of a time you went to an Italian restaurant. Say what you did in the past, what you ordered, drank and ate. Use the verbs, adverbs, past participles and restaurant vocabulary. Use at least two essere verbs.	
Differentiation: Students will receive verb charts and past participle worksheets. In addition, students will receive “la casa di essere” so they can easily identify the verbs that take essere. PowerPoints with audio to help with grammatical structures in order to aid the visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Worksheets are adjusted and modified according to IEPs and 504 plans.		
Resources Provided: • Verb and regular and irregular past participle charts • Food and beverage vocabulary • Rubrics for writing, speaking, and peer evaluation • Textbook resources • Website links • YouTube authentic videos		



Lesson Plan 3 Template		
Content Area: Italian II	Lesson Title: Regional Foods of Italy	Time Frame: 5 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Mathematics as it relates to dollar to euro conversion and calculating a tip. Geography of famous Italian regions and cities with cultural significance relating to foods.		
Integration of Technology: PowerPoint, YouTube videos, research online, LinkIt!		
Equipment Needed: laptop, projector, iPads		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify foods of various regions - Compare and contrast northern Italian foods to southern Italian foods	Lesson Sequence - Do Now: - What do you think of when you think of Italian food? - What are some differences between northern Italian foods vs. southern Italian foods?	- Oral discussion - Venn diagram - Comprehension questions - Create a list of some regional foods/beverages



	2. Assign each group of 2-3 to research a region of Italy. 3. Students will view some online menus that were assigned to them. 4. In their teams they are to identify typical foods from that region and why do they think certain foods are typical in that region. 5. Pair share and fill out a Venn diagram 6. As a group discuss our findings. 7. Closing: Do they feel that Italian restaurants really serve authentic Italian foods or do they feel some items have been Americanized? *Future lessons will involve creating a menu of their particular region.	
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Differentiation:

Students will receive verb charts and past participle worksheets. In addition, students will receive “la casa di essere” so they can easily identify the verbs that take essere. PowerPoints with audio to help with grammatical structures in order to aid the visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Worksheets are adjusted and modified according to IEPs and 504 plans.

Resources Provided:

- Verb and regular and irregular past participle charts



- Food and beverage vocabulary
- Rubrics for writing, speaking, and peer evaluation
- Textbook resources
- Website links
- YouTube authentic videos



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Italian II	Grade Level: 9-12	Unit Title: Buon Appetito!
Created: Josephine Cioffi	Board Approved on:	



Unit Overview Template

Content Area:	Italian II	Grade Level:	9-12	Unit Title:	Capitolo 7: La vita di Tutti I Giorni
Unit Summary: Students will be able to talk about their daily routine using reflexive verbs in the present tense along with clothing vocabulary. Students will be encouraged to say what they do in chronological order. They will learn about clothing and accessories and be able to describe what they are wearing and whether they like it or not. Cultural comparisons will be made with the clothing styles and sizes as well as, exploring Italian designers.					
Primary Interdisciplinary Connections: ELA 21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:	This unit will use regular and irregular reflexive verbs in the present tense. They will be able to say what their daily routine is. Clothing and accessory vocabulary will be used in conjunction with these reflexive verbs and they will be able to describe their outfit as well as say whether they like it or not. Cultural comparisons will be made with Italian clothing and shoe sizes vs. American sizing. Italian designers will be explored.				
Career Readiness (Standard 9)	Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.				

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.



Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target 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. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target culture(s).
7.1.NL.IPRET.2	
7.1.NL.IPRET.3	
7.1.NL.IPRET.4	
7.1.NL.IPERS.1	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.2	
7.1.NL.IPERS.3	
7.1.NL.PRSNT.1	- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.2	
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations



SEL.PK-12.1.4 SEL.PK-12.3.4 SEL.PK-12.5.2	- Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.
9.2.12.C.5	Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
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

Unit Essential Questions:

- What do you wear when it is hot? Cold?
- What is your daily routine? School routine? Evening routine?
- What is his/her routine?
- What is your size in Italian fashion? in shoes?
- Who are some Italian designers?
- What style of clothing do you have?
- What are you wearing?
- What are others wearing?
- What types of clothing do you like to wear?

Unit Enduring Understandings:

- Describe routines using reflexive verbs in present tense
- Ask and obtain information about others routines
- Say what you are wearing and what others are wearing
- Describe clothing by color, size
- Learn about Italian designers and fashion
- Describe leisure that teens like to do

Unit Learning Targets:

Students will be able to talk about their routines in the present tense using reflexive verbs. They will be able to recognize and identify clothing vocabulary. They will be able to express their likes, dislikes and preferences as it pertains to clothing and accessories.



Evidence of Learning

Summative Assessment: 10 -15 days Students will work on discussing their daily routines. They will also describe what they are wearing as well as what others are wearing.

Equipment Needed: laptop, projector

Teacher Resources: Prego Textbook, menus , authentic target language resources, LinkIt!, Super Ciao

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self assessments
- Games



Lesson Plans

Lesson	Time Frame
Lesson 1 Qual è la tua routine quotidiana?	5 days/42 minutes daily
Lesson 2 Cosa indosso?	5 days/42 minutes daily
Lesson 3 La Moda Italiana	5 days/42 minutes daily

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, verb charts, and PowerPoints on grammatical usage and structures.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.mhhe.com/prego7

SuperCiao

<https://kahoot.com/>

www.conjuegemmos.com

<https://www.youtube.com/watch?v=IIJhRvg8Q5c>

<https://www.youtube.com/watch?v=HvsGLdXXtK8> Perché Milano e la Capitale della Moda



Lesson Plan 1 Template		
Content Area: Italian II	Lesson Title: I Verbi Riflessivi	Time Frame: 5 days
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Mathematics as it relates to dollar to euro conversion and calculating a tip. Geography of famous Italian regions and cities with cultural significance relating to fashion.		
Integration of Technology: PowerPoint, YouTube videos		
Equipment Needed: laptop, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Talk about their daily routines using reflexive verbs. - Describe what they do daily. - Ask others about their daily routine. - Identify vocabulary appropriate to their daily routine.	Lesson Sequence - Do Now: Play charades as a warm up with daily routines/reflexive verbs - Students using props will role play their daily routine with a partner. - Each pair will have time to practice then act out in front of class. - Ex. I wake up at 7:00, I shower, I get dressed... etc. - Students are encouraged to make it silly and funny.	- Classroom participation - Using reflexive verbs appropriately - Entrance & exit cards - Practice games & quizzes - Role-play - Oral responses



	6. Students will vote on their favorite skit.	
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Differentiation:

Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition, students will receive a reading that is underlined with key elements to help decode what they are reading. Reading is adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as a Venn Diagram for all students.

Resources Provided:

- Clothing and reflexive vocabulary
- European clothing and sizing charts
- Textbook resources
- Website links
- YouTube authentic videos



Lesson Plan 2 Template		
Content Area: Italian II	Lesson Title: Cosa Indosso?	Time Frame: 5 days
Lesson Components		
<u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Mathematics as it relates to dollar to euro conversion and calculating a tip. Geography of famous Italian regions and cities with cultural significance relating to fashion.		
Integration of Technology: PowerPoint, YouTube videos		
Equipment Needed: laptop, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe what they are wearing. - Describe what others are wearing.	Lesson Sequence - Review of vocabulary orally. - Students will have prepared what outfit they will wear to describe in class. - Give students time to practice what they want to say with partners. - Students will model what they are wearing, and include color and accessories. - They will describe their outfit. Alternately, others	- Classroom participation - Using reflexive verbs appropriately - Entrance & exit cards - Practice games & quizzes - Role-play - Oral responses



	can also describe what the person is wearing. 6. It can be silly or funny. 7. The audience will do a listening activity by writing down a couple of sentences of what they are wearing.	
Differentiation: Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition, students will receive a reading that is underlined with key elements to help decode what they are reading. Reading is adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as a Venn Diagram for all students.		
Resources Provided: • Clothing and reflexive vocabulary • European clothing sizes and charts • Textbook resources • Website links • YouTube authentic videos		



Lesson Plan 3 Template

Content Area: Italian II Lesson Title: **La Moda Italiana** Time Frame: 5 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: Mathematics as it relates to dollar to euro conversion and calculating a tip. Geography of famous Italian regions and cities with cultural significance relating to fashion.

Integration of Technology: PowerPoint, YouTube videos, LinkIt!

Equipment Needed: laptop, projector, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about Milan Italy's fashion capital - Research an Italian designer - Create a PowerPoint describing 4 of his/her looks (one per season)	Lesson Sequence - Students will view: https://www.youtube.com/watch?v=HvsGLdXXtK8 Perche Milano e la Capitale della Moda - Students in pairs will research an Italian fashion designer. - They will write a short biography on that person. - Pick four seasonal outfits (One for each season and describe it in Italian).	- Classroom participation - Using reflexive verbs appropriately - Entrance & exit cards - Practice games & quizzes - Role-play - Oral responses



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|--|--|--|
| | <ol style="list-style-type: none">5. Create a PowerPoint presentation to show the class.6. The rest of class will be expected to write down some information about each designer and note who their favorite was. | |
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Differentiation:

Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition, students will receive a reading that is underlined with key elements to help decode what they are reading. Reading is adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as a Venn Diagram for all students.

Resources Provided:

- Clothing and reflexive vocabulary
- European clothing and sizing charts
- Textbook resources
- Website links
- YouTube authentic videos



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Italian II	Grade Level: 9-12	Unit Title:	La Vita di Tutti I Giorni
Created: Josephine Cioffi	Board Approved on:		



Unit Overview Template

Content Area:	Italian II	Grade Level:	9-12	Unit Title:	Capitolo 8 Cinema, Stampa e TV
Unit Summary: Students will be able to talk about movies, mass media, TV shows/programs and social media using the passato prossimo along with the mass media vocabulary. They will be able to talk about the effects of mass media/social media in our society. Students will be able to talk about childhood memories using the imperfetto and they will be able to describe actions/events that already occurred in the past using the trapassato. Cultural comparison will be made between Italian and American Cinema/TV.					
Primary Interdisciplinary Connections: English					
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 use the imperfetto and trapassato to talk about their childhood and past events. Students will be able to use their knowledge of Italian to read several mass media reviews and to write critiques on films using the vocabulary related to mass media.				
Career Readiness (Standard 9)	Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.				

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.



Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target 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. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target culture(s).
7.1.NL.IPRET.2	
7.1.NL.IPRET.3	
7.1.NL.IPRET.4	
7.1.NL.IPERS.1	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.2	
7.1.NL.IPERS.3	
7.1.NL.PRSENT.1	- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSENT.2	
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations



SEL.PK-12.1.4 SEL.PK-12.3.4 SEL.PK-12.5.2	• Recognize the importance of self-confidence in handling daily tasks and challenges • Demonstrate an awareness of the expectations for social interactions in a variety of settings • Utilize positive communication and social skills to interact effectively with others.
9.2.12.C.5	• Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
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
Unit Enduring Understandings: • Students will be able to talk about mass media and TV • Students will be able compare Italian and American Cinema • Students will be able to talk about the impact of mass media/social media on society • Talk about their childhood using the passato prossimo and imperfetto • Talk about events that already occurred using the trapassato	
Unit Learning Targets: Students will be able to talk about the impact of the media on society. They will recognize the importance of entertainment, media and social interaction in the development of a healthy lifestyle. They will also be able to talk about their childhood.	



Evidence of Learning

Summative Assessment: 15-20 days students will discuss the impact of the media. They will also talk about past actions and describe their childhood

Equipment Needed: Computer with Internet access, projector, speakers, iPads, headphone

Teacher Resources: Prego Textbook, movie, authentic target language resources and realia, copies, SuperCiao, LinkIt!

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self assessments
- Games

Lesson Plans

Lesson	Time Frame
Lesson 1 Televisione o cinema	5 days/ 42 minutes daily
Lesson 2 Cinema Paradiso	8 days/42 minutes daily
Lesson 3 La mia infanzia	7 days/42 minutes daily

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, verb charts, and PowerPoints on grammatical usage and structures.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.mhhe.com/prego7

SuperCiao

<https://kahoot.com/>

www.conjuegemos.com



Lesson Plan 1 Template

Content Area: Italian II Lesson Title: Televisione e cinema Time Frame: 5 days/42 minutes daily

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, TV, Music

Integration of Technology: PowerPoint, Yabla video, Kahoot, YouTube video

Equipment Needed: Computer, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss programs on Italian television - Learn vocabulary related to mass media and integrate it in dialogues - Discuss media preferences - Make suggestions and comparisons - Ask and give opinions - Interpret feelings and values of others - Use the imperfect and passato prossimo	Lesson Sequence - Teacher will review vocabulary related to the media. - Students will ask each other questions about their preferences. - Students will create dialogues about activities they did in the past. - Students will present their dialogues to the class. - The rest of the class will take notes and answer questions related to the presentation.	- Classroom participation - Using imperfect and passato prossimo appropriately - using vocabulary correctly - Entrance & exit cards - Practice games & quizzes - Role-play - Oral responses - Written activities
Differentiation: Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.		
Resources Provided:		



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- Textbook resources
- Website links
- YouTube authentic videos
- Various films
- Commercials
- SuperCiao/Prego



Lesson Plan 2 Template

Content Area: Italian II Lesson Title: Cinema Paradiso Time Frame: 8 days/ 42 minutes daily

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: Social Studies

Integration of Technology: Internet

Equipment Needed: Computer, projector, speakers,

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to understand and discuss a movie. • Work on comprehension activities. • Analyze and draw conclusions about scenes in films. • Make comparisons on how Italy dealt with WWII and how Americans dealt with it. • Research and write about the importance of the Cinema in the fifties.	Lesson Sequence 1. Teacher will introduce vocabulary related to city/town, rural life, cinema. 2. Students will watch the movie "Cinema Paradiso." 3. Students will work on activities before and after the movie. 4. Students will discuss what happened to the protagonist in the movie. 5. Students will write a research based essay. 6. Students will share their essays with the class.	• Classroom participation • Using imperfect and passato prossimo appropriately • Entrance & exit cards • Oral responses • Written essay
Differentiation: Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.		



Resources Provided:

- Textbook resources: Prego/SuperCiao
- Website links
- films
- copies



Lesson Plan 3 Template

Content Area: Italian II Lesson Title: La mia infanzia Time Frame: 7 days/42 minutes daily

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

Integration of Technology: Internet, PowerPoints, videos, LinkIt!

Equipment Needed: computer, projector, iPad

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Talk about their childhood. • Use the Imperfect to recount past events. • Differentiate between imperfetto and passato prossimo. • Move from present to past and vice versa. • Speak about daily routine in the present and past. • Interpret feelings and values of others.	Lesson Sequence 1. Teacher will introduce the childhood topic. 2. Students will talk about their childhood. 3. Students will compare activities they do now and what they used to do. 4. Students will use new vocabulary and grammar to create a PowerPoint presentation about their childhood. 5. Students will present their presentation to the class. 6. During the presentation the rest of the audience will answer a questionnaire based on the presentation. 7. During the presentation the rest of the audience will comment/ask	• Classroom participation • Using imperfect and passato prossimo appropriately • Entrance & exit cards • Oral presentation



	questions to the presenter.	
Differentiation: Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.		
Resources Provided: • textbook resources • website links • copies • computer		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Italian II	Grade Level: 9-12	Unit Title:	Cinema, Stampa e TV
Created: Josephine Cioffi		Board Approved on:	



Unit Overview Template

Content Area:	Italian II	Grade Level:	9-12	Unit Title:	Capitolo 9 Sentirsi bene
Unit Summary: Students will be able to describe and talk about body parts and health, using present and past tense along with body parts vocabulary. They will be able to make comparisons with others using both comparatives and superlatives adjectives . Students will be able to communicate how they are feeling, describe their ailments and use pronouns to emphasize. Cultural comparison will be made between the Italian and American health systems.					
Primary Interdisciplinary Connections: ELA					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will use regular and irregular comparative and superlative adjectives. Students will be able to describe themselves physically and also will be able to say how they are feeling using body parts/health vocabulary, along with pronouns to emphasize.				
Career Readiness (Standard 9)	Career readiness, life literacies, and key skills education provides students with the necessary skills to make inform a career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.				

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning. Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.



Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target 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. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target culture(s).
7.1.NL.IPRET.2	
7.1.NL.IPRET.3	
7.1.NL.IPRET.4	
7.1.NL.IPERS.1	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.2	
7.1.NL.IPERS.3	
7.1.NL.PRSENT.1	- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSENT.2	
SEL.PK-12.1.3	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12.1.4	
SEL.PK-12.3.4	
SEL.PK-12.5.2	



9.2.12.C.5	Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
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

Unit Essential Questions

- Can you describe yourself physically?
- How tall are you? Is someone taller than you?
- How do you feel?
- Where does it hurt?
- What do you think of the Italian Health system?
- Do you take any medicine?
- How do you compare yourself to others?
- How do you talk about health issues in Italian?

Unit Enduring Understandings

- Students will be able to describe themselves physically
- Students will be able to talk about health
- Students will be able to compare themselves to others
- Students will be able to compare Italian/American health system

Unit Learning Targets:

Students will be able to...

- Interact orally in a number of daily life and social/schools activities by obtaining and providing information, express opinions, preferences and emotions
- Use a variety of adjectives and expressions to provide information about physical and psychological characteristics
- Compare themselves to others
- Recognize vocabulary related to the body and health
- Use new vocabulary in conversations
- Use conversational strategies related to going to visit a doctor



Evidence of Learning

Summative Assessment: 15-20 days students will be able to describe themselves and to talk about their health.

Equipment Needed: Macbook, projector, speakers, iPads

Teacher Resources: Prego Textbook, movie, authentic target language resources and realia, copies, SuperCiao, LinkIt!

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self assessments
- Games

Lesson Plans

Lesson	Time Frame
Lesson 1 Sentirsi bene	5 days/ 42 minutes daily
Lesson 2 Pronomi tonici, comparatives and superlatives	12 days/ 42 minutes daily
Lesson 3 Italian/American health system	3 days/ 42 minutes daily

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, verb charts, and PowerPoints on grammatical usage and structures.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.mhhe.com/prego7

Super

<https://kahoot.com/>

www.conjuegamos.com



Lesson Plan 1 Template

Content Area: Italian II Lesson Title: Sentirsi bene Time Frame: 5 days/ 42 min. daily

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

Integration of Technology: PowerPoint, Yabla video, Kahoot, YouTube video

Equipment Needed: Computer, projector, speakers, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use vocabulary to describe themselves physically. • Use vocabulary words and expressions to converse. • Use vocabulary and expressions learned to write dialogues, narrate or describe. • Use vocabulary and expressions to tell how they are feeling.	Lesson Sequence 1. Teacher will introduce reading about a doctor's visit and vocabulary about body parts. 2. Class will participate in role playing. 3. Students will watch segments from different movies/videos. 4. Students will write and perform scripts in different types of situations using the new vocabulary as well as present/past tense. 5. Students will practice the agreement between adjectives, articles and nouns in gender and number.	• Classroom participation • Using present and past tense appropriately • Using vocabulary correctly • Entrance & exit cards • Practice games & quizzes • Role-play • Oral responses • Written activities



	6. Students will ask each other questions about their appearance and health.	
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Differentiation:

Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.

Resources Provided:

- textbook resources
- website links
- YouTube authentic videos
- various films
- commercials
- copies



Lesson Plan 2 Template			
Content Area: Italian II	Lesson Title: Pronomi tonici, comparatives and superlatives	Time Frame: 12 days/42 min. daily	
Lesson Components			
<u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English			
Integration of Technology: PowerPoint, Yabla video, Kahoot, YouTube video			
Equipment Needed: Computer, projector, speakers, headphones			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the difference between comparatives. - Be able to compare and contrast people, activities, and sports. - Compare using new vocabulary words and adjectives learned. - Students will be able to use the comparative to persuade. - Students will be able to use the tonic pronouns correctly.	Lesson Sequence - Teacher will introduce the pronouns, comparatives and superlatives. - Students will write and perform scripts in different types of situations. (Formal/informal) - Students will learn how to use comparatives of equality relative superlatives. - Students will create a PowerPoint presentation using the comparatives and superlatives.	- Classroom participation - Quizzes/test - Using vocabulary correctly - Entrance & exit cards - Practice games & quizzes - Role-play - Oral responses - Written activities



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| | <ol style="list-style-type: none">5. Students will present their power point to the class.6. During presentations the rest of the audience will take notes and ask questions related to the presentation.7. Students will ask each other questions using the correct grammar and vocabulary. | |
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Differentiation:

Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.

Resources Provided:

- textbook resources
- website links
- YouTube authentic videos
- various films
- commercials
- copies



Lesson Plan 3 Template		
Content Area: Italian II	Lesson Title: Italian/American Health System	Time Frame: 3 days/ 42 min. daily
Lesson Components		
<u>21st Century Themes</u> ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: English		
Integration of Technology: PowerPoint, Yabla video, Kahoot, YouTube video		
Equipment Needed: Macbook, projector		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will learn about the differences between Italian and American health system - Students will be able to compare the Italian with the American health system	Lesson Sequence - Teacher will introduce reading about the health system. - Students will research about the differences between the Italian and American health system. - Students will write about the different health systems. - Students will share their writings with the class. - Students will have a class discussion about the information learned from their research.	- Classroom participation - Quizzes/test - using vocabulary correctly - Entrance & exit cards - Role-play - Oral responses - written activities
Differentiation:		



Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.

Resources Provided:

- textbook resources
- website links
- YouTube authentic videos
- various films,
- commercials
- copies



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Italian II	Grade Level: 9-12	Unit Title:	Sentirsi bene
Created: Josephine Cioffi		Board Approved on:	



Unit Overview Template

Content Area:	Italian II	Grade Level:	9-12	Unit Title:	Capitolo 10 Buon viaggio!
Unit Summary: In this unit students will learn about vocabulary related to a vacation house/apartment and making reservations into hotels. They will be able to talk about their future plans and how to express where they will go on vacation and where they will stay using the verb andare in the future tense as well as present and past tense. Students will be able to describe their house as well as their vacation accommodation. They will learn how to write postcards and how to use the impersonal pronouns to talk about unspecified subjects. Cultural comparisons will be made between vacation spots, national parks, and beaches as well as summer celebrations and festivities like Ferragosto.					
Primary Interdisciplinary Connections: ELA					
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 use the future tense to talk about their vacation and future plans and will observe and research places in Italy. Students will make reservations, and understand how to budget for travel, food, lodging and shopping while understanding Italian culture, geography and traditions.				
Career Readiness (Standard 9)	Career readiness, life literacies, and key skills education provides students with the necessary skills to make inform a career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.				

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.



Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target 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. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target culture(s).
7.1.NL.IPRET.2	
7.1.NL.IPRET.3	
7.1.NL.IPRET.4	
7.1.NL.IPERS.1	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.2	
7.1.NL.IPERS.3	
7.1.NL.PRSNT.1	- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.2	



SEL.PK-12.1.3 SEL.PK-12.1.4 SEL.PK-12.3.4 SEL.PK-12.5.2	• Recognize one's personal traits, strengths and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges • Demonstrate an awareness of the expectations for social interactions in a variety of settings • Utilize positive communication and social skills to interact effectively with others.
9.2.12.C.5	• Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
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
Unit Enduring Understandings: • Talk about their vacation plans using the future • Ask and obtain information about making reservation into a hotel • Inquire about best places to go/visit • Describe accommodation, location and weather • Learn about Italian accommodation/hotel/lodging • Describe leisure that teens like to do while on vacation • Talk about their future plans	
Unit Learning Targets: Students will be able to talk about their vacation and future plans using the future tense. They will learn basic vocabulary related to vacation, travel and accommodations. They will also be able to describe location, weather and culture.	



Evidence of Learning

Summative Assessment: (15-20 days) Students will talk about vacation plans, accommodations and different tourist locations.

Equipment Needed: Macbook, projector, speakers

Teacher Resources: Prego Textbook, movie, authentic target language resources and realia, copies

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self assessments
- Games

Lesson Plans

Lesson	Time Frame
Lesson 1 Andiamo in vacanza	5 days/ 42 minutes
Lesson 2 Il futuro semplice	10 days/ 42 minutes
Lesson 3 Le vacanze degli Italiani/ Ferragosto	5 days/ 42 minutes

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources, verb charts, and PowerPoints on grammatical usage and structures

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.mhhe.com/prego7

www.bingobaker.com

<https://yabla.com>

<https://kahoot.com/>

www.conjugemos.com



Lesson Plan 1 Template		
Content Area: Italian II	Lesson Title: Andiamo in vacanza	Time Frame: 5 days/42 min. daily
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: English, Social Studies, Journalism		
Integration of Technology: Internet, Yabla, Kahoot, PowerPoint		
Equipment Needed: Macbook, projector, speakers		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn vocabulary and expressions related to traveling to Italian cities. • Discuss how to make reservations. • Use vocabulary needed in order to reserve a hotel room/s, a table to a restaurant etc.	Lesson Sequence 1. Teacher will introduce vocabulary about vacation/travelling 2. Students will ask each other questions about their preferences on vacation destination 3. Students will create dialogues about travelling planning and room reservation 4. Students will present/role play their dialogues to the class. 5. The rest of the class will take notes and answer questions related to the presentation.	• Classroom participation • Using future tense appropriately • using vocabulary correctly • Entrance & exit cards • Practice games & quizzes • Role-play • Oral responses • Written activities • Quizzes/tests

**Differentiation:**

Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.

Resources Provided:

- textbook resources
- website links
- YouTube authentic videos
- various films,
- commercials
- copies



Lesson Plan 2 Template			
Content Area:	Italian II	Lesson Title:	Il Futuro
		Time Frame:	10 days/42 min. daily
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English, Social Studies			
Integration of Technology: Internet, Yabla, Kahoot, PowerPoint			
Equipment Needed: Macbook, projector, speakers			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to use the regular and irregular future tense. • Be able to practice dialogue dealing with summer activities. • Be able to use the future of probability. • Be able to listen for useful expressions. • Be able to organize information chronologically and by category. • Be able to plan/talk about future vacation.	Lesson Sequence 1. Teacher will introduce the future tense. 2. Students will learn how to use the future tense (regular and irregular). 3. Students will write and perform scripts in different types of situations. (Formal/informal) 4. Students will research a popular Italian vacation destination and create a travel brochure. 5. Students will present their travel brochure to the class. 6. During the presentation the rest of the audience will take notes and ask	• Classroom participation • Using future tense appropriately • using vocabulary correctly • Entrance & exit cards • Practice games & quizzes • Role-play • Oral responses • written activities • Quizzes/Tests



	questions related to the presentation.	
Differentiation: Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.		
Resources Provided: ● textbook resources ● website links ● YouTube authentic videos ● various films, ● commercials ● copies		



Lesson Plan 3 Template

Content Area: Italian II Lesson Title: Le vacanze degli Italiani/Ferragosto Time Frame: 5 days/ 42 min.daily

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

Integration of Technology: Internet, Yabla, Kahoot, PowerPoint, video,

Equipment Needed: Macbook, projector, speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the vacation habits of Italians. - Learn about Ferragosto (an Italian summer festivity). - Discuss and compare Italian and American vacation habits and summer festivities/celebrations.	Lesson Sequence - Teacher will introduce two readings about “Le vacanze degli Italiani” and “Ferragosto.” - Class will participate in role playing. - Students will watch segments from different movies/videos. - Students will write and perform scripts in different types of situations using the new vocabulary as well as future, present and past tense. - Students will talk about the different vacation habits of Italian and American.	- Classroom participation - Using future tense appropriately - using vocabulary correctly - Entrance & exit cards - Practice games & quizzes - Role-play - Oral responses - written activities - Quizzes/Tests



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| | <ol style="list-style-type: none">6. Students will research and write about Italian and American summer celebrations.7. Students will ask each other questions about their vacation preference. | |
|--|--|--|

Differentiation:

Students will receive written vocabulary lists and PowerPoints with audio to view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans. Vocabulary lists are supplied to aid and assist the learner as well as pre-written conversations to model the writing component.

Resources Provided:

- textbook resources
- website links
- YouTube authentic videos
- various films
- commercials
- copies



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Italian II	Grade Level: 9-12	Unit Title: Buon viaggio!
Created: Josephine Cioffi	Board Approved on:	