



Mount Pleasant Central School District

7th Grade Italian, World Languages

We believe in fostering lifelong language learning through engagement, cultural understanding and open mindedness; in cultivating and nurturing world citizens to move forward in a diversified, global society; in promoting language production in order to encourage world readiness; and in the importance of acquiring functional proficiency at each level in the target languages.

Would you like to speak to others in Italian and experience life in the Italian Culture? VIVA ITALIA ! We will prepare students for real-world applications so that learners can communicate effectively and interact with global competence. We emphasize language use at home, in the classroom, and in the community. In the class, students will carry out a variety of interactions in the three modes of communication: Interpretive, Interpersonal, and Presentational as defined by ACTFL. Assessments will include performance-based tasks, reading / listening comprehension and writing samples that further demonstrate the acquisition of language skills.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Unità 1: Per Cominciare	September- October	-Identifying yourself and others -Telling time -Article/ Noun Agreement	-Greetings & Farewells - Courtesy expressions -Common introductory questions -Alphabet -Numbers (0-30) -Common nouns & articles	Anchor Standard: Communication Standard 2: Interpersonal Communication- Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.	-Communicator -Empathetic -Interpretive Communication -Interpersonal Communication -Presentational Communication	Students should be able to: -Introduce themselves and others in Italian -Ask & answer basic questions about identity. -Understand how language and culture shape how we interact with people from Italian-speaking communities.	Interpretive: Students watch an episode of The Voice and answer basic questions about someone's identity. Interpersonal: Put a picture of a person on the back of a student A. Student B comes and decides how to approach (formal or informal), depending on who is in the picture. Students will pose the question "Come stai?" vs "Come sta Lei?" to begin the conversation.

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							Presentational: Cartoon dialogue that goes back and forth with Italian introductory vocabulary.
Unità 2: Nella classe	November- December	-Subject pronouns -Present tense AR & ER verbs -Prepositions -Interrogatives -Numbers 31-100	- Classroom and school life - School subjects and locations - Scholarly materials - Days of the week - Class schedule - Question words - ARE verbs	Anchor Standard: Communication Standard 3: Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.	-Reflective -Responsible -Interpretive Communication -Interpersonal Communication -Presentational Communication	Students should be able to: -Speak about school culture/ community in the target language. -Understand a typical day and accessible resources for students in Italian-speaking countries versus those on their own.	Interpretive: Students complete a scavenger hunt to find the price of school materials in an Italian Office Depot catalogue. Interpersonal: Students write out and discuss their school schedule, explaining what courses they are enrolled in, the time they take place, and the

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							materials they need. Presentational: Students create their own supply store and mimic a magazine to supply scholarly materials.
Unità 3: I Passatempi	January- March	-Present tense IRE verbs -Present tense of 'piacere' -Verbs with irregular 'io' form -Irregular (stem-changing) verbs in the present tense	- Pastimes, sports - Places in the city - ERE and IRE verbs - Irregular present tense verbs	Anchor Standard: Cultures Standard 4: Relating Cultural Practices and Products to Perspectives- Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.	-Collaborator -Open- minded -Interpretive Communication -Interpersonal Communication -Presentational Communication	Students should be able to: -Express likes and dislikes in relation to pastime activities. -Create an understanding of how culture affects the way we plan our free time and what activities we are involved in.	Interpretive: Students are given three clues that lead to a correct sport/pastime activity. They must decide which vocabulary term fits the description and record their answers on a Google Form. Interpersonal: Students are given a

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							<p>series of schedules from students in Italian-speaking countries. They must discuss how their pastime activities and daily schedule differ from those of other cultures.</p> <p>Presentational: Students will create a Canva video recording one thing they do every day, and include a caption/ time in Italian.</p>
Unità 4: Le vacanze	April- May	-The irregular verb 'andare' -Present tense of 'essere' with	-Travel documents and necessities -Modes of transportation	Anchor Standard: Communication Standard 1: Interpretive	-Critical Thinker -Reflective -Problem-solver -Interpretive	Students should be able to: Navigate to Spanish-speaking	Interpretive: Students look at authentic travel documents (passports, boarding passes,

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		conditions and emotions -Present tense of 'stare'	-Months of the year -Seasons/ Weather -Points of interest	Communication- Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	-Communication -Interpersonal Communication -Presentational Communication	countries through basic travel communication to get from point A to point B. Develop a respect for and understanding of diverse linguistic and cultural heritages.	airport screens, itineraries) and answer basic questions in the target language. Interpersonal: Have students spin a wheel with a random budget and a country. Students must work together to create an itinerary and plan their hotel, transportation, places of interest, and a place to eat. One student will be the travel agent and one student will be the tourist (and vice versa). Presentational: Students create their

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							dream vacation to an Italian-speaking country. They must create a Google website with different locations, prices, places to stay, what to bring, weather, etc