

World Language Curriculum Map: Level II

The activities listed are suggestions only. Feel free to add teacher-created materials as you see fit. Honors courses should include at least one presentational writing each quarter.

Textbook: Amici D'Italia

Unit/Topic/Unit Proficiency Target:	Quarter:	Time Frame:	Proficiency-based activities
Unit 0; si riparte Proficiency Target: Novice-High	Quarter 1	2-3 Weeks	
Essential Questions:			
How does performance indicate proficiency? How is proficiency related to language and culture? How does your culture shape who you are as an individual?			
Key Concepts:	Key Vocabulary:		
- Understand the purpose and goals of proficiency targets. - Understand the Importance of learning a new language and creating connections with global communities. - Understand procedures & expectations of the classroom. - Talk and write about yourself and your friends. - Listen and read about what people are like and the things we do. - Talk about what you and other people are like. - Tell where you and other people are from. - Talk about things you and other people do. - Talk about how often you do certain things.	Proficiency vocabulary novice Mid Classroom commands/interpersonal communication phrases in the classroom setting Nationalities Adjectives Masculine and feminine Nouns: Singular and plural Activities of the past time Verbs _ ARE/-ERE/-IRE present form		Write a postcard from a place of vacation interpretive listening: Pag 11 ex 3 and 4/ WB page 5 presentational speaking pg 12-13 interpersonal speaking _ role plays

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Priority Standards:	Supporting Standards:	
IC.NM.1 Communicate on very familiar topics using a variety of words and phrases that have been practiced and learned. IL.NM.1 Recognize some familiar words and phrases. IR.NM.1 Recognize and understand some characters, words, and phrases. CUL.N.1 Recognize basic practices, products, and perspectives of cultures where the target language is spoken (ie: greetings, holiday celebrations, body language, gestures, traditions). CUL.A.1 Analyze and evaluate practices, products, and perspectives of the culture studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, history, and traditions of their own cultures (as applicable.)	ISTE.1.a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. ISTE.3.c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections and conclusions. ISTE.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	

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Unit/Topic/Unit Proficiency Target:		Quarter:	Time Frame:	Proficiency based activities
Unit 1: Un appuntamento Proficiency Target: Novice-High		Quarter 1	3 Weeks	
Essential Questions:				
How do cities differ around the world? What pastime activities young people in Italy like to do and what are the similarities with young people in your Country?				
Key Concepts:		Key Vocabulary:		

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• Understand short conversations, notes, and texts about preferences/activities • Describe my city/ give directions to my school • Ask and answer invitations • explain youth preferences regarding past time activities	common classroom object typical classroom rules stem changing verbs affirmative and negative words places in the city extracurricular activities Time expression Directions in the city Imperative form Present tenses irregular verbs - Potere-volere-sapere vs conoscere) Recent past regular verbs	Write an e-mail_ invite your Italian correspondent to spend 1 week at your place interpretive listening/reading-pg 14 ex 1/ pag 16 ex 1-2 pg 17 ex 5 pag 18-19 ex 1,3,5 and 6 WB page 6-7 interpersonal speaking pag 18 ex 2 interpretive reading page 23 presentational speaking- IPA can be found in teacher's resources- ascoltare pa 22 and teacher resources .
Priority Standards:	Supporting Standards:	

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IC.NH.1 Communicate and exchange information about familiar topics using phrases and simple sentences. IC.NH.2 Carry out short social interactions in everyday situations by asking and answering simple questions. IL.NH.1 Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard. IR.NH.1 Understand familiar words, phrases, sentences and sometimes the main idea within short and simple texts related to everyday life. PS.NH.1 Present basic information on familiar topics using learned phrases and simple sentences. PW.NH.1 Write short messages and notes using phrases and simple sentences on topics related to everyday life.	CUL.I.1 Investigate and describe similarities and differences in practice, products, and perspectives used in across cultures (e.g. holidays, family life, historical and contemporary figures) to understand one's own and others' ways of thinking. COMP.N.2 Identify and compare products and practices (e.g. celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable.) ISTE.6.c Students communicate complex ideas clearly and effectively by creating or using a variety digital objects such as visualizations, models, or simulations. ISTE.6.d Students publish or present content that customizes the message and medium for their intended audiences.	
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Unit/Topic/Proficiency Target:	Quarter:	Time Frame:	Proficiency based activities
Unit 2: L'ora dell'educazione fisica Proficiency Target: Novice-High	Quarter 1	4 Weeks	
Essential Questions:			
How is my day similar to or different from a day in the target culture? What are the options for sports in school? What sport events are organized?			
Key Concepts:	Key Vocabulary:		
- Understand daily activities in school - Describe sequence of events related to my day using simple time frame words - Compare what was done today with what was done yesterday - Engage in conversations about sport activities/extracurricular activity - Discuss special sport - Explain actions that you did in the past	Sports body parts school activities hobbies Time frame words Present indicative of Salire/sedersi Reflexive verbs to talk about daily routine Regular and irregular past participles Conjunction <i>visto che-dato che</i> Locative <i>ci</i>		Project based learning- Teacher file/ Amici d'italia teacher resources/ writing a flyer for a sport competition presentational speaking- talking about how sport are organized in your school interpretive listening/reading Unit 2 page 26/ workbook Unit 2 presentational writing- IPA teacher's resource guide

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Priority Standards:	Supporting Standards:	
IC.NH.1 Communicate and exchange information about familiar topics using phrases and simple sentences. IC.NH.2 Carry out short social interactions in everyday situations by asking and answering simple questions. IL.NH.1 Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard. IR.NH.1 Understand familiar words, phrases, sentences and sometimes the main idea within short and simple texts related to everyday life. PS.NH.1 Present basic information on familiar topics using learned phrases and simple sentences. PW.NH.1 Write short messages and notes using phrases and simple sentences on topics related to everyday life.	CUL.N.1 Recognize the basic practices, products, and perspectives of cultures where the target language is spoken (e.g. greetings, holiday celebrations, body language, gestures, traditions.) COMP.I.2 Compare and contrast familiar topics (e.g. geography, history, the arts) and discuss the impact on the target culture and one's own culture (as applicable). ISTE.4.d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. ISTE.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.	

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Unit/Topic/Proficiency Target:	Quarter:	Time Frame:	Proficiency based activities
Unit 3: Un pomeriggio al cinema Proficiency Target: Novice High	Quarter 2	3-4 Weeks	
Essential Questions:			
How was the movie? What happened in the movie? How do we describe a plot? How do we talk about the life of a famous person?			
Key Concepts:	Key Vocabulary:		
- Understand the plot of a movie - Understand the requirement to write a biography - Talking about something that you want to see(movie) - Writing about your day - Read and write movie reviews	Expressions of feelings past tenses (recent past) Recent past of the verb <i>piacere</i> Expression of simple opinion: interest/disappointment Plural forms Vocabulary pertinent to movie talks Cultura: Italian Cinema		project based learning write a critic of a movie that you saw. interpretive listening/reading Unit 3 pag 38-43 pg 46 ex 1 interpersonal speaking -pg 39- pg 47 es 4 presentational speaking pg 47 ex 4 presentational writing -pg 43+ wb unit 3

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Priority Standards:	Supporting Standards:	
IC.NH.1 Communicate and exchange information about familiar topics using phrases and simple sentences. IC.NH.2 Carry out short social interactions in everyday situations by asking and answering simple questions. IL.NH.1 Understand words, phrases, and simple sentences related to everyday life; sometimes understand the main topic of what is heard. IR.NH.1 Understand familiar words, phrases, sentences and sometimes the main idea within short and simple texts related to everyday life. PS.NH.1 Present basic information on familiar topics using learned phrases and simple sentences. PW.NH.1 Write short messages and notes using phrases and simple sentences on topics related to everyday life.	CON.I.1 Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas. CUL.N.1 Recognize basic practices, products, and perspectives of cultures where the target language is spoken. COMP.N.2- Identify and compare products and practices typical of the target culture with his/her own culture. COMP.I.2 Compare and contrast familiar topics (e.g. geography, history, the arts) and discuss the impact on the target culture and one's own culture (as applicable.) ISTE.3.C Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. ISTE.6.d Students publish or present content that customizes the message and medium for their intended audiences.	

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Unit/Topic/Proficiency Target:	Quarter:	Time Frame:	Proficiency based activities
Unit 4: Che fame! Proficiency Target: Intermediate-Mid	Quarter 2	2 Weeks	
Essential Questions:			
How does what we eat define us? How do we express our culture through the food habits that we developed?			
Key Concepts:	Key Vocabulary:		
- Understanding Italian food habits and preferences based on quality - What does an Italian shopping list look like - Imagining a conversation at grocery shop and at the local market - Comprehend the importance of farmer market in the Italian culture	Interrogative questions Quantity words and expression of Grocery items Kg vs pounds Food - shops and quantities Preposition <i>da+ person</i> Partitive <i>ne</i> Comparatives Irregular past participles II and III		Project based learning- Organize a class party decide what food to buy based on your budget in EUROS interpretive listening / reading interpersonal speaking presentational speaking Research based for presentational writing presentational writing : make a list of snacks that represent your culture and compare with the

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		ones from Italy. <i>Unit 4 and workbook 4+ Video unit 4 from teacher resources</i> <i>Carnegie online access</i>
Priority Standards:	Supporting Standards:	
IC.IL.1 Participate in conversations on familiar topics by using simple sentences. IC.IL.2 Carry out short social interactions in everyday situations by asking and answering simple questions. IL.IL.1 Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics. IR.IL.1 Understand the main idea of short and simple texts when the topic is familiar. PS.IL.1 Present information on familiar topics using a series of simple sentences. PW.IL.1 Write and share short messages about familiar topics using a series of simple sentences.	CUL.I.1 Investigate and describe similarities and differences in practices, products, and perspectives used across cultures COMP.I.2 Compare and contrast familiar topics (e.g. food habits geography, history, the arts) and discuss the impact on the target culture and one's own culture (as applicable.) ISTE.1.c Students can use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. ISTE.5.b Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision making.	

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Unit/Topic/Proficiency Target:	Quarter:	Time Frame:	Proficiency based activities
Unit 5: Buone feste! Proficiency Target: Intermediate-Low	Quarter 3	3- Weeks	
Essential Questions:			
How do our celebrations reflect what we value? How do celebrations of specific holidays vary across cultures? How does our choice of a celebration reflect the culture?			
Key Concepts:	Key Vocabulary:		

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• Asking and expressing wishes in appropriate manner • Exchanging greetings • Understanding Italian traditions • Understanding dialogues about celebrations • Describe your family's celebrations	Holidays Activities related to world's holidays Expressing wishes Food related to specific holidays and celebrations Gifts habits related to specific celebrations Present conditional reciprocal verbs Culture: Italian holidays	Project based learning- interpretive listening/reading Comprehend a passage about Italian traditions interpersonal speaking presentational speaking talk about celebrations-food habits in Italy and your family habit during a holiday presentational writing E- mail writing describing a family celebration Unit 5 page 64-76
Priority Standards:	Supporting Standards:	
IC.IL.1 Participate in conversations on familiar topics by using simple sentences. IC.IL.2 Carry out short social interactions in everyday situations by asking and answering simple questions. IL.IL.1 Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics. IR.IL.1 Understand the main idea of short and simple texts when the topic is familiar. PS.IL.1 Present information on familiar topics using a series of simple sentences.	CUL.N.1 Recognize basic practices, products, and perspectives of cultures where the target language is spoken. CUL.A.1 Analyze and evaluate practices, products, and perspectives of the culture studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, history, and traditions of their own cultures (as applicable.) CON.I.1 Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas. COMP.N.2- Identify and compare products and practices typical of the target culture with his/her own	

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PW.IL.1 Write and share short messages about familiar topics using a series of simple sentences.	culture. COM.I.2 Use the target language to participate in activities for personal enjoyment and community involvement within the school setting (and beyond, as applicable.) ISTE.2.c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. ISTE3.C Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. ISTE.5.b Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision making. ISTE.6.d Students publish or present content that customizes the message and medium for their intended audiences.	
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Unit/Topic/Proficiency Target:	Quarter:	Time Frame:	Proficiency based activities
Unit 6: La settimana bianca! Proficiency Target: Intermediate-Low	Quarter 3	3-4 Weeks	
Essential Questions:			
Key Concepts:	Key Vocabulary:		
• Winter holidays in Italy • Tourist attractions in winter seasons • Expression recent past event in the reflexive mode • Describing something a trip that we took • Winter touristic places in Italy	Vocabulary of winter sports and season Winter equipments and clothing Italian geography specific for winter vacations recent past with direct pronouns preposition <i>da</i> and <i>per</i> <i>Cultura: la settimana bianca</i>		Project based learning Plan a trip in the Alps with your family interpersonal speaking- tell what happen based on a visual pg 85 presentational speaking Project presentational writing Write an e mail to a friend about a recent past holiday
Priority Standards:	Supporting Standards:		

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IC.IL.1 Participate in conversations on familiar topics by using a series of sentences and a few connecting words. IC.IL.2 Carry out short social interactions in everyday situations by asking and answering a variety of questions. IL.IL.1 Understand the main idea in messages, presentations, and overheard conversations on a variety of topics related to everyday life, personal interests, and studies. IR.IL.1 Understand the main idea of texts related to everyday life, personal interests, and studies. PS.IL.1 Make simple presentations on a wide variety of familiar topics using connected sentences. PW.IL.1 Write and share material about a variety of familiar topics using connected sentences.	CUL.N.1 Recognize basic practices, products, and perspectives of cultures where the target language is spoken. For example, greetings, holiday celebrations, body language, gestures, and traditions. CUL.I.1 Investigate and describe similarities and differences in practices, products, and perspectives used across cultures (e.g. holidays, family life, historical and contemporary figures) to understand one's own and others' ways of thinking. COMP.I.2 Compare and contrast familiar topics (e.g. geography, history, the arts) and discuss the impact on the target culture and one's own culture (as applicable.) COM.I.1 Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable.) CON.N.1 Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g. maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g. geography, history, arts, math, science.) ISTE.3.a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. ISTE.4.d Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems. ISTE.6.d Students publish or present content that customizes the message and medium for their intended audiences. ISTE.7.a Students use digital tools to connect with learners	<i>Unit 6 page 76-88 + workbook unit 6</i>
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	from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
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Unit/Topic/Proficiency Target:	Quarter:	Time Frame:	Proficiency based activities
Unit 7 Il carnevale! Proficiency Target: Intermediate-Low	Quarter 4	2 Weeks	
Essential Questions:			
What is the impact of Carnevale in Italian society? How history influenced the Italian way to celebrate Carnevale?			
Key Concepts:	Key Vocabulary:		
- The importance of Carnevale for Italian society - Discover the origin of the celebration - explore the different ways to celebrate carnevale in Italy - Venetian masks origins - Explore how carnival is celebrated in the world	Vocabulary related to the celebration Food related to the celebration Italian history : venezia e il carnevale Le maschere di venezia(Venetian mask) Venetian carnival figures (Theater) Expression of opinions: <i>parere/sembrare</i> Adverbs ending in - <i>mente</i> <i>Stare per infinito</i>		PBL- presentational speaking Make your Venetian mask present it to the class-talk about the origin of the mask. Describe carnevale based on a visual/ picture description
Priority Standards:	Supporting Standards:		

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IC.IL.1 Participate in conversations on familiar topics by using simple sentences. IC.IL.2 Carry out short social interactions in everyday situations by asking and answering simple questions. IL.IL.1 Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics. IR.IL.1 Understand the main idea of short and simple texts when the topic is familiar. PS.IL.1 Present information on familiar topics using a series of simple sentences. PW.IL.1 Write and share short messages about familiar topics using a series of simple sentences.	CUL.I.2 Use appropriate language and behaviours while participating in familiar culturally authentic activities and situations (e.g. presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews.) CON.N.1 Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g. maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g. geography, history, arts, math, science.) CON.I.1 Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas. COMP.N.2 Identify and compare products and practices (e.g. celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable). ISTE.3.a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. ISTE.3.b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources. ISTE.6.c Students communicate complex ideas clearly and effectively by creating or using a variety digital objects such as visualizations, models, or simulations. ISTE.6.d Students publish or present content that customizes the message and medium for their intended audiences. ISTE.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
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Unit/Topic/Proficiency Target:	Quarter:	Time Frame:	Proficiency based activities
Unit 7: memories Proficiency Target: Intermediate-Low	Quarter 4	2 Weeks	
Essential Questions:			
What are your memories about holidays? How used to be? How were you when you were very young? What did you like to celebrate and how?			
Key Concepts:	Key Vocabulary:		
• Introduction to the imperfect tense used when talking about an habit in the past • Describe a memory based on a visual • Describe how life used to be based on a picture	The imperfect tense of regular verbs + essere/avere/andare General vocabulary to describe past life events and habits Words and expression to describe a picture: <i>ci sono</i> vs <i>c'è</i> Expression like: <i>posso notare/ posso osservare/</i> Expression of opinion like: <i>Ha l'aria + sostantivo/ sembra + aggettivo</i>		interpretive listening/reading presentational speaking describe a picture of you when you were young presentational writing respond to an e-mail/talk about a great memory
Priority Standards:	Supporting Standards:		

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IC.IL.1 Participate in conversations on familiar topics by using simple sentences. IC.IL.2 Carry out short social interactions in everyday situations by asking and answering simple questions. IL.IL.1 Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics. IR.IL.1 Understand the main idea of short and simple texts when the topic is familiar. PS.IL.1 Present information on familiar topics using a series of simple sentences. PW.IL.1 Write and share short messages about familiar topics using a series of simple sentences.	CON.I.1 Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas. COMP.I.2 Compare and contrast familiar topics (e.g. geography, history, the arts) and discuss the impact on the target culture and one's own culture (as applicable.) ISTE.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE.6.c Students communicate complex ideas clearly and effectively by creating or using a variety digital objects such as visualizations, models, or simulations. ISTE.7.d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
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