



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ITALIAN

Grade 8

5 credits

ABSTRACT

The *Italian 8* curriculum develops reading, writing, speaking, and listening skills aligned with the Novice Mid learners World Languages New Jersey Student Learning Standards, as this new language is started in middle school. Throughout the course of the year, students explore thematic units which are anchored by essential questions. At the end of each unit, there is a cumulative goal to benchmark the development of language proficiency, understanding of the Italian culture and influence of climate change throughout the Italian Peninsula. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to the themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be ongoing and substantially performance based.

UNIT #: <i>Unit Title</i> Number of Days	Unit 1: <i>Introduction to Italian</i> 30 days	Unit 2: <i>School</i> 35 days	Unit 3: <i>Leisure Activities</i> 35 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	World Languages Interpretative Mode 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 Interpersonal Mode 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 Presentational Mode 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	World Languages Interpretative Mode 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 Interpersonal Mode 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 Presentational Mode 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	World Languages Interpretative Mode 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 Interpersonal Mode 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 Presentational Mode 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5

	Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7	Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7	Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	<ul style="list-style-type: none"> Foreign language and cultural awareness extends beyond the classroom to real-life situations within the school setting and the community The Italian language is of increasing importance in American culture Greetings and gestures are cultural and vary from one Italian speaking culture to another 	<ul style="list-style-type: none"> Foreign language learning involves interpersonal, interpretive, and presentational modes of communication School systems vary from country to country 	<ul style="list-style-type: none"> Leisure time and leisure activities are an important aspect of Italian culture. Culture influences the activities and pastimes that people prefer to do. Expressing one's likes and dislikes allows people to better understand one another.

ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	<ul style="list-style-type: none"> • Why is it important to know how to communicate in another language? • How can my communication with a foreign speaker be more meaningful if I speak his/her language? • Can you introduce yourself and others in Italian? • Can you describe yourself and others in Italian? 	<ul style="list-style-type: none"> • How do you describe multiple people and things? • How do you discuss classes in school and express your opinions about them? • How do you count from 1-100? • What US cities have large populations of Italians? 	<ul style="list-style-type: none"> • Are leisure activities, hobbies, and pastimes products of a particular culture? • What cultural elements influence the activities and pastimes in which people engage? • How does weather affect our daily lives? • Why is it important to understand and express a person's likes/dislikes? • What is the difference between weather and climate?
<p style="text-align: center;">STAGE 2: ASSESSMENT EVIDENCE</p> <p style="text-align: center;"><i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i></p>			
PERFORMANCE TASKS:	<ul style="list-style-type: none"> • Create a “first day of school” skit 	<ul style="list-style-type: none"> • Using picture prompts, students can write 	<ul style="list-style-type: none"> • Dialogue what they like and dislike in accurate

<p><i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i></p> <p><i>(By what criteria will performances of understanding be judged?)</i></p>	<ul style="list-style-type: none"> • Compare informal and formal conversations • Role playing to practice appropriate greetings 	<p>descriptions of the people and things</p> <ul style="list-style-type: none"> • Draw and describe an ideal school • Webquest about Italian culture in the US 	<p>complete sentences with the present tense of piacere</p> <ul style="list-style-type: none"> • Introduce activities and sports through video, PowerPoint, charades • Describe daily activities, pastimes, and hobbies • Compare/Contrast climate change effects within a 100 year period in a Northern and Southern Italian region. • Discuss activities performed depending on climate conditions • Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,
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			<p>understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i></p>	<ul style="list-style-type: none"> • Tests • Quizzes • Benchmark assessments • Class work • Homework • Journals • Projects • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics • Web-based assessments • Teacher constructed evaluation tools • Dictations 	<ul style="list-style-type: none"> • Tests • Quizzes • Benchmark assessments • Class work • Homework • Journals • Projects • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics • Web-based assessments • Teacher constructed evaluation tools • Dictations 	<ul style="list-style-type: none"> • Tests • Quizzes • Benchmark assessments • Class work • Homework • Journals • Projects • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics • Web-based assessments • Teacher constructed evaluation tools • Dictations

	<ul style="list-style-type: none"> • Oral assessment • Dialogues 	<ul style="list-style-type: none"> • Oral assessment • Dialogues 	<ul style="list-style-type: none"> • Oral assessment • Dialogues
RESOURCES:	<ul style="list-style-type: none"> • <i>Sentieri</i> 2nd edition Textbooks • <i>Sentieri</i> 2nd edition Workbooks • Multimedia and technology materials: Chromebooks -CD-Rom - Video activities • Pear Deck(Google Slides) • Screencastify • EdPuzzle <p>http://www.italia-grammar.net/</p> <p>https://www.lucidpress.com/</p> <p>http://www.earthnewspapers.com/Italy-newspapers/</p> <p>https://getkahoot.com</p> <p>http://www.socrative.com/</p> <p>https://conjuguemos.com/</p> <p>https://quizlet.com/</p>	<ul style="list-style-type: none"> • <i>Sentieri</i> 2nd edition Textbooks • <i>Sentieri</i> 2nd edition Workbooks • Multimedia and technology materials: Chromebooks -CD-Rom - Video activities • Pear Deck(Google Slides) • Screencastify • EdPuzzle <p>http://www.italia-grammar.net/</p> <p>https://www.lucidpress.com/</p> <p>http://www.earthnewspapers.com/Italy-newspapers/</p> <p>https://getkahoot.com</p> <p>http://www.socrative.com/</p> <p>https://conjuguemos.com/</p> <p>https://quizlet.com/</p>	<ul style="list-style-type: none"> • <i>Sentieri</i> 2nd edition Textbooks • <i>Sentieri</i> 2nd edition Workbooks • Multimedia and technology materials: Chromebooks -CD-Rom - Video activities • Pear Deck(Google Slides) • Screencastify • EdPuzzle <p>http://www.italia-grammar.net/</p> <p>https://www.lucidpress.com/</p> <p>http://www.earthnewspapers.com/Italy-newspapers/</p> <p>https://getkahoot.com</p> <p>http://www.socrative.com/</p> <p>https://conjuguemos.com/</p> <p>https://quizlet.com/</p>

	https://schools.duolingo.com/ https://italian.yabla.com/ http://www.fluentu.com/italian/ http://www.bbc.co.uk/languages/italian/lamappa/tutorguide https://www.youtube.com/user/Edilingua http://www.educational.rai.it/ioparloitaliano/corso.htm http://www.iluss.it/ http://http://www.wordreference.com/ http://www.classtools.net/ http://www.education.vic.gov.au/languagesonline/italian/italian.htm http://lyricstraining.com/it/ http://www.digitaldialects.com/Italian.htm	https://quizlet.com/ https://schools.duolingo.com/ https://italian.yabla.com/ http://www.fluentu.com/italian/ http://www.bbc.co.uk/languages/italian/lamappa/tutorguide https://www.youtube.com/user/Edilingua http://www.educational.rai.it/ioparloitaliano/corso.htm http://www.iluss.it/ http://http://www.wordreference.com/ http://www.classtools.net/ http://www.education.vic.gov.au/languagesonline/italian/italian.htm http://lyricstraining.com/it/	https://schools.duolingo.com/ https://italian.yabla.com/ http://www.fluentu.com/italian/ http://www.bbc.co.uk/languages/italian/lamappa/tutorguide https://www.youtube.com/user/Edilingua http://www.educational.rai.it/ioparloitaliano/corso.htm http://www.iluss.it/ http://http://www.wordreference.com/ http://www.classtools.net/ http://www.education.vic.gov.au/languagesonline/italian/italian.htm http://lyricstraining.com/it/ http://www.digitaldialects.com/Italian.htm
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	http://ielanguages.com/italian.html <ul style="list-style-type: none"> ● Assessment resources for text series ● Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication ● Flash cards with different words or letter combinations 	http://www.digitaldialects.com/Italian.html http://ielanguages.com/italian.html <ul style="list-style-type: none"> ● Assessment resources for text series ● Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication ● Flash cards with different words or letter combinations 	http://ielanguages.com/italian.html <ul style="list-style-type: none"> ● Assessment resources for text series ● Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication ● Flash cards with different words or letter combinations
<p style="text-align: center;">STAGE 3: LEARNING PLAN</p> <p style="text-align: center;"><i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i></p>			
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	<ul style="list-style-type: none"> ● Students will be able to meet and greet others in Italian ● Personal pronouns 	<ul style="list-style-type: none"> ● Subject Pronouns ● Definite and Indefinite Articles 	<ul style="list-style-type: none"> ● Present tense –are, -ere, and –ire verbs

	<ul style="list-style-type: none"> ● Introduction to the verbs Essere and Stare ● Adjective agreement ● Understanding of the importance of the Italian language and culture in America 	<ul style="list-style-type: none"> ● Interrogatives ● Events and Holidays ● Time / 24 Hour Clock ● Compare/Contrast American schools to Italian speaking schools 	<ul style="list-style-type: none"> ● Diagram their day and the list of activities that they do every day ● Talk about the weather in simple constructs and using the present tense. ● Count numbers in Italian from 1-1,000
<p>- CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i></p>	<p>Cross-Curricular:</p> <p>English Language Arts RI.8.1., RI.8.4., RI.8.5., RI.8.10., L.8.1., L.8.2., SL.8.5., W.8.5., W.8.6., W.8.10.</p> <ul style="list-style-type: none"> ● In English, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of singular and plural, the verb tenses. In <i>writing</i>, the 	<p>Cross-Curricular:</p> <p>English Language Arts RI.8.1., RI.8.4., RI.8.5., RI.8.10., L.8.1., L.8.2., SL.8.5., W.8.5., W.8.6., W.8.10.</p> <ul style="list-style-type: none"> ● In English, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of singular and plural, the 	<p>Cross-Curricular:</p> <p>English Language Arts RI.8.1., RI.8.4., RI.8.5., RI.8.10., L.8.1., L.8.2., SL.8.5., W.8.5., W.8.6., W.8.10.</p> <ul style="list-style-type: none"> ● In English, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of singular and plural, the verb tenses. In <i>writing</i>, the

	<p>student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English.</p> <p>Art 1.2.8.Cn10b:</p>	<p>verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English.</p> <p>Art</p>	<p>student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English.</p> <p>Art 1.2.8.Cn10b:</p>
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	<ul style="list-style-type: none"> Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture. <p>Differentiation for Special Education/504, ELL, At-Risk Students:</p> <ul style="list-style-type: none"> lessons geared for various intelligences (visual, kinesthetic, musical, etc.) modified assessments (fewer number of test items, limited open-ended) alternative assessment word banks scaffolding grouping (<i>Think-Pair-Share</i> according to strengths) grammar charts 	<p>1.2.8.Cn10b:</p> <ul style="list-style-type: none"> Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture. <p>Differentiation for Special Education/504, ELL, At-Risk Students:</p> <ul style="list-style-type: none"> lessons geared for various intelligences (visual, kinesthetic, musical, etc.) modified assessments (fewer number of test items, limited open-ended) alternative assessment word banks scaffolding 	<ul style="list-style-type: none"> Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture. <p>Earth Sciences: MS-ESS3-5</p> <ul style="list-style-type: none"> Students will learn about the cause of seasonal variation, climatic variation, climate change, and the occurrences of Mediterranean climate and earthquakes in Italy. <p>Differentiation for Special Education/504, ELL, At-Risk Students:</p> <ul style="list-style-type: none"> lessons geared for various intelligences (visual, kinesthetic, musical, etc.)
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	<ul style="list-style-type: none"> ● class notes/notebook ● extended time ● retesting <ul style="list-style-type: none"> ■ Sample Activity: If students have problems identifying individual phrases in context, provide them with a list of specific words and phrases that you want them to know. Model different ways in which that can combine the words and phrases for communication. ■ Activity: At-Risk - Have student consider applications for language concepts taught (improving grammar across subjects) ■ Activity: ELL- Students will teach other students a few words in their own native language that correspond with unit concepts, like parts of speech <p>Gifted & Talented Students:</p>	<ul style="list-style-type: none"> ● grouping (<i>Think-Pair-Share</i> according to strengths) ● grammar charts ● class notes/notebook ● extended time ● retesting <ul style="list-style-type: none"> ■ Sample Activity: The concept of gender is sometimes difficult for English speakers. Encourage students to always learn a noun with its article as a means of reinforcing the sound and rhythm. If they are copying new vocabulary into their notebooks, have them use a blue and a pink highlighter (or color of preference) to color code the words. ■ Activity: At-Risk - Have student consider applications for language concepts taught (study abroad) ■ Activity: ELL- Students will teach other students a few words in their own native language that 	<ul style="list-style-type: none"> ● modified assessments (fewer number of test items, limited open-ended) ● alternative assessment ● word banks ● scaffolding ● grouping (<i>Think-Pair-Share</i> according to strengths) ● grammar charts ● class notes/notebook ● extended time ● retesting <ul style="list-style-type: none"> ■ Sample Activity: Have students add new words to their vocabulary notebook section and accompany these words with pictures and English translations if needed. ■ Activity: At-Risk - Have student consider applications for language concepts taught (having fun) ■ Activity: ELL- Students will teach other students a few words in their own native language that correspond with unit concepts, like games they play
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	<ul style="list-style-type: none"> ● Inclusion of existing, supplemental materials for <i>heritage learners</i>. ● Publication of student writing in school newspapers and other literary sources. ● Use of gifted students as teacher assistants/facilitators within the classroom. ● Student teaching at both the current level or at lower levels of instruction. <p>■ Sample Activity: Explain “Come ti chiami?” and Mi chiamo....do not literally mean “What’s your name?” and “My name is.....” Use this as an opportunity to demonstrate that languages cannot be translated on a word-to-word-basis. Some students may also benefit from further explanation of agreement of adjectives.</p>	<p>correspond with unit concepts, like things in school</p> <p>Gifted & Talented Students:</p> <ul style="list-style-type: none"> ● Inclusion of existing, supplemental materials for <i>heritage learners</i>. ● Publication of student writing in school newspapers and other literary sources. ● Use of gifted students as teacher assistants/facilitators within the classroom. ● Student teaching at both the current level or at lower levels of instruction. <p>■ Sample Activity: Students with language processing difficulties may need extra help in school vocabulary. Go item by item and ask them to tell your characteristics of each.</p>	<p>Gifted & Talented Students:</p> <ul style="list-style-type: none"> ● Inclusion of existing, supplemental materials for <i>heritage learners</i>. ● Publication of student writing in school newspapers and other literary sources. ● Use of gifted students as teacher assistants/facilitators within the classroom. ● Student teaching at both the current level or at lower levels of instruction. <p>■ Sample Activity: Ask students to describe sports events they may have attended in their countries of origin. Have them compare leisure-time activities in the two countries.</p> <p>■ Sample Activity: Have students create a</p>
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	<p>■ Sample Activity: Have students consider the questions “ How do people greet one another?, What body language or gestures are involved?, Are there differences according to age or status of a person or according to setting?, Are there different greetings for different times of day?”, but as them to extend their answers to the cultural and linguistic differences they may notice between Italian-speaking cultures that they are familiar with and English-speaking United States cultures.</p>	<p>Guide them to see what the categories are that link the items.</p> <p>■ Sample Activity: Have students make their own vocabulary lists of classroom objects, adding other words they know. If necessary, help them with spelling.</p>	<p>mini-journal in which they tell what they are going to do each day of the week after school. Have them include the phrases <i>di mattina, di pomeriggio, di notte.</i> Suggest that they include details such as with whom they will do the activities, where they will go, and why they plan to do them.</p>
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: <i>Unit Title</i> Number of Days	Unit 4: <i>Family</i> 35 days	Unit 5: <i>Food</i> 35 days
	STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>	
ESTABLISHED GOALS: <i>(NJSLS)</i>	World Languages Interpretative Mode 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 Interpersonal Mode 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 Presentational Mode	World Languages Interpretative Mode 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 Interpersonal Mode 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 Presentational Mode

	<p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7</p>	<p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p> <p>Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.2 9.4.8.CT.3 9.4.8.TL.3 9.4.8.DC.7</p>
<p>ENDURING UNDERSTANDINGS: (Students will understand that . . .)</p>	<ul style="list-style-type: none"> • Effective communication necessitates the ability to speak about key personal information, such as one's family • Family structures are different in diverse cultures, including Italian. • The family structure in Italy plays an important role in one's interpersonal relationships and personal values. 	<ul style="list-style-type: none"> • Knowing other customs enables us to better appreciate and understand other cultures. • Food and dining customs reflect upon a cultural group and differ within the country itself. • When visiting restaurants in Italy, there is appropriate etiquette to order food and beverages.

ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	<ul style="list-style-type: none"> • What is family? • How do Italian families compare to American families? • What is the role of pets in Italian culture? 	<ul style="list-style-type: none"> • How is food associated with culture in the target country? • Why is learning about one's dining customs important in learning and understanding a culture? • Why is food so important in Italian culture, especially during important holidays and special occasions? • What impact has climate change had on the way Italians grow fruits and vegetables?
<p style="text-align: center;">STAGE 2: ASSESSMENT EVIDENCE</p> <p style="text-align: center;"><i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i></p>		
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	<ul style="list-style-type: none"> • Research the role of the Italian family and compare it to that of American families • Scrapbook creation based on family celebrations and traditions • Create a family tree incorporating all family vocabulary 	<ul style="list-style-type: none"> • Create a menu that is characteristic of a type of restaurant found in Italy • Describe the different meal courses of the day • Discuss the difference between Italian-American food and Italian Exchange information about their favorite foods and restaurants

	<ul style="list-style-type: none"> ● Read about the attitude towards pets in Italy and using the information and additional infographics, compare pets between Italy and the United States. 	
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	<ul style="list-style-type: none"> ● Tests ● Quizzes ● Benchmark assessments ● Class work ● Homework ● Journals ● Projects ● Group discussions ● Class discussions ● Teacher observations ● Presentations ● Activities ● Peer and self-evaluations ● Rubrics ● Web-based assessments ● Teacher constructed evaluation tools ● Dictations ● Oral assessment ● Dialogues 	<ul style="list-style-type: none"> ● Tests ● Quizzes ● Benchmark assessments ● Class work ● Homework ● Journals ● Projects ● Group discussions ● Class discussions ● Teacher observations ● Presentations ● Activities ● Peer and self-evaluations ● Rubrics ● Web-based assessments ● Teacher constructed evaluation tools ● Dictations ● Oral assessment ● Dialogues
RESOURCES:	<ul style="list-style-type: none"> ● <i>Sentieri</i> 2nd edition Textbooks ● <i>Sentieri</i> 2nd edition Workbooks ● Multimedia and technology materials: ChromeBooks; CD-Rom -Video activities ● Pear Deck(Google Slides) ● Screencastify 	<ul style="list-style-type: none"> ● <i>Sentieri</i> 2nd edition Textbooks ● <i>Sentieri</i> 2nd edition Workbooks ● Multimedia and technology materials: ChromeBooks; CD-Rom -Video activities ● Pear Deck(Google Slides) ● Screencastify

	<ul style="list-style-type: none"> ● EdPuzzle <p>http://www.italia-grammar.net/</p> <p>https://www.lucidpress.com/</p> <p>http://www.earthnewspapers.com/Italy-newspapers/</p> <p>https://getkahoot.com</p> <p>http://www.socrative.com/</p> <p>https://conjuguemos.com/</p> <p>https://quizlet.com/</p> <p>https://schools.duolingo.com/</p> <p>https://italian.yabla.com/</p> <p>http://www.fluentu.com/italian/</p> <p>http://www.bbc.co.uk/languages/italian/lamappa/tutorguide</p> <p>https://www.youtube.com/user/Edilingua</p>	<ul style="list-style-type: none"> ● EdPuzzle <p>http://www.italia-grammar.net/</p> <p>https://www.lucidpress.com/</p> <p>http://www.earthnewspapers.com/Italy-newspapers/</p> <p>https://getkahoot.com</p> <p>http://www.socrative.com/</p> <p>https://conjuguemos.com/</p> <p>https://quizlet.com/</p> <p>https://schools.duolingo.com/</p> <p>https://italian.yabla.com/</p> <p>http://www.fluentu.com/italian/</p> <p>http://www.bbc.co.uk/languages/italian/lamappa/tutorguide</p> <p>https://www.youtube.com/user/Edilingua</p> <p>http://www.educational.rai.it/ioparloitaliano/corso.htm</p>
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	http://www.educational.rai.it/ioparloitaliano/corso.htm http://www.iluss.it/ http://http://www.wordreference.com/ http://www.classtools.net/ http://www.education.vic.gov.au/languagesonline/italian/italian.htm http://lyricstraining.com/it/ http://www.digitaldialects.com/Italian.htm http://ielanguages.com/italian.htm www.gimkit.com www.quizizz.com www.fliggrid.com <ul style="list-style-type: none"> ● Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication ● Flash cards with different words or letter combinations 	http://www.iluss.it/ http://http://www.wordreference.com/ http://www.classtools.net/ http://www.education.vic.gov.au/languagesonline/italian/italian.htm http://lyricstraining.com/it/ http://www.digitaldialects.com/Italian.htm http://ielanguages.com/italian.html www.gimkit.com www.quizizz.com www.fliggrid.com <ul style="list-style-type: none"> ● Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication ● Flash cards with different words or letter combinations
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<p style="text-align: center;">STAGE 3: LEARNING PLAN</p> <p style="text-align: center;"><i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i></p>		
<p>SKILLS AND TOPICS: (What specific activities will students do and what skills will students know as a result of the unit?)</p>	<ul style="list-style-type: none"> • Distinguish various family members and their vocabulary • Singular / Plural terms • Adjective Description • Irregular verb <i>Avere</i> • Describe their family members in the third person singular (age, description and family status) 	<ul style="list-style-type: none"> • Food Origins in Italy • Label Table Setting • Discuss the difference between Italian-American food and Italian • Irregular verb <i>Volere</i> • Food and Table etiquette
<p>CROSS-CURRICULAR / DIFFERENTIATION: (What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?) (What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</p>	<p>Cross-Curricular:</p> <p>English Language Arts RI.8.1., RI.8.4., RI.8.5., RI.8.10., L.8.1., L.8.2., SL.8.5., W.8.5., W.8.6., W.8.10.</p> <ul style="list-style-type: none"> • In English, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of 	<p>Cross-Curricular:</p> <p>English Language Arts RI.8.1., RI.8.4., RI.8.5., RI.8.10., L.8.1., L.8.2., SL.8.5., W.8.5., W.8.6., W.8.10.</p> <ul style="list-style-type: none"> • In English, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of singular and plural,

	<p>singular and plural, the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English.</p> <p>Art 1.2.8.Cn10b</p> <ul style="list-style-type: none"> Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture. 	<p>the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. In <i>literature</i>, students will compare literary movements and literary figures in the target language to English.</p> <p>Art 1.2.8.Cn10b</p> <ul style="list-style-type: none"> Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture. <p>Earth Sciences: MS-ESS3-5</p> <ul style="list-style-type: none"> Students will learn about the cause of seasonal variation, climatic variation, climate
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	<p>Differentiation for Special Education/504, ELL, At-Risk Students:</p> <ul style="list-style-type: none"> ● lessons geared for various intelligences (visual, kinesthetic, musical, etc.) ● modified assessments (fewer number of test items, limited open-ended) ● alternative assessment ● word banks ● scaffolding ● grouping (<i>Think-Pair-Share</i> according to strengths) ● grammar charts ● class notes/notebook ● extended time ● retesting <ul style="list-style-type: none"> ■ Sample Activity: If students are struggling with vocabulary words and their meanings because of the organization of the family tree, suggest they look at the vocabulary list. Review the family tree. ■ Activity: At-Risk - Have student consider applications for language concepts taught (getting to know a new friend) ■ Activity: ELL- Students will teach other students a few words in their own native language that correspond with unit concepts, like people in a family 	<p>change, and the occurrences of Mediterranean climate and earthquakes in Italy.</p> <p>Differentiation for Special Education/504, ELL, At-Risk Students:</p> <ul style="list-style-type: none"> ● lessons geared for various intelligences (visual, kinesthetic, musical, etc.) ● modified assessments (fewer number of test items, limited open-ended) ● alternative assessment ● word banks ● scaffolding ● grouping (<i>Think-Pair-Share</i> according to strengths) ● grammar charts ● class notes/notebook ● extended time ● retesting <ul style="list-style-type: none"> ■ Sample Activity: Provide students with a two-column chart to help them organize vocabulary. Students must label the columns a bere and a mangiare, and the rows la colazione and il pranzo. ■ Activity: At-Risk - Have student consider applications for language concepts taught (ordering at a restaurant) ■ Activity: ELL- Students will teach other students a few words in their own native
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	<p>Gifted & Talented Students: Role Playing Student generated question and answer sessions Song parodies Musical and artistic representation of key concepts Examples: 1.)Inclusion of existing resources for heritage learners. 2.)Publication of student writing in student newspapers & other literary sources. 3.)Create a blog about the student experience with various cultural topics. 4.)Have students keep journals about their personal experiences regarding cultural differences.</p> <ul style="list-style-type: none"> ■ Sample Activity: Have students write a letter to a friend describing a family party. Students should tell at what time different members of the family are coming and what each person is going to bring. ■ Sample Activity: Have students write a few paragraphs telling about their perfect birthday celebration: Where are they going to have it? Whom are they going to invite? What food are they going to eat? What kind of music are they going to play? Encourage them to use as many vocabulary 	<p>language that correspond with unit concepts, like foods they eat at home</p> <p>Gifted & Talented Students:</p> <ul style="list-style-type: none"> ● Inclusion of existing, supplemental materials for <i>heritage learners</i>. ● Publication of student writing in school newspapers and other literary sources. ● Use of gifted students as teacher assistants/facilitators within the classroom. ● Student teaching at both the current level or at lower levels of instruction. <ul style="list-style-type: none"> ■ Sample Activity: Ask students to think of three brand names of food or drink items. Have them say only the brand name, and call on a volunteer to explain what it is. The student who responds should continue the game by saying another brand name and calling on another volunteer to describe it. ■ Sample Activity: Ask students to name fruits, vegetables, and meats that are popular in their heritage countries. Are they available in the United States? If so, have them give an example of where these products are available in your community.
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	words from the chapter as they can and share their work to the class.	
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