Wethersfield Public Schools

SDMS & WHS Curriculum: Italian I

Grade(s)	7-12
Unit Title and Purpose	**Unit 1A: Per Cominciare**
Timeframe	HS: 4-5 weeks MS: 5-6 weeks

Vision of the Graduate

Communicator: Students exchange ideas and information, including basic facts about themselves, comparing their own experiences with those of their classmates and of other cultures.

Unit Priority Standards

ACTFL World Readiness Standards for Learning Languages

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Proficiency Benchmarks

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Unit Supporting Standards

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Essential Questions

Why is it important to communicate in Italian?

Why is it important to understand the perspectives (value systems) of another culture?

How can learning a world language enrich your life?

How can I use this language and culture to participate in the world?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Identify some basic facts from a simple introductory conversation overheard between two people who have just met (names, ages, countries,	1. Italian alphabet 2. numbers 1-20

how they're feeling, etc.). 2. Identify some basic facts from a simple introductory email or media post (name, age, countries, how one is feeling, etc.). 3. Exchange simple greetings, small talk, and goodbyes with a new acquaintance. 4. Ask and respond to questions about names, how one is feeling, how old one is, where one is from/lives, and the language(s) one speaks. 5. Identify greetings and introduction customs and gestures in the target culture. 6. Greet different people appropriately (tu/lei).	3. essential vocabulary for greetings, introductions, and common courtesy expressions 4. cognates 5. formal and informal register
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Interpersonal Communication: ● Turn and talk - ask neighbors their names, where they're from, age, etc. ● Role playing - greet a doctor, a friend, your parents… **Interpretive Listening:** ● Listen to conversations between old friends and new acquaintances and identify basic facts **Interpretive Reading:** ● Read short introductory paragraphs and write down pertinent information **Presentational Speaking:** ● Introduce a partner to the group, listing details about their name, age, and where they're from **Presentational Writing:** ● Students create a short biography, writing basic information about themselves	● Focus Junior ● Pianeta Bambini ● Ecco Uno (textbook) ● Italian Espresso book ● NIE (National Italian Exam)

Wethersfield Public Schools

SDMS & WHS Curriculum: Italian I

Grade(s)	7-12
Unit Title and Purpose	**Unit 1B: In Classe Tutto L'Anno**
Timeframe	HS: 4-5 weeks MS: 5-6 weeks

Vision of the Graduate

Communicator: Students exchange ideas and information, including details about date/time and the classroom setting, comparing their own experiences with those of their classmates and of other cultures.

Unit Priority Standards

ACTFL World Readiness Standards for Learning Languages

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Proficiency Benchmarks

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Unit Supporting Standards

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Essential Questions

How does the teacher communicate what they want students to do?

How do I express what I have or what I need in the language in the classroom?

How do I give or obtain information about the date or time of year?

What major holidays are important in Italian culture?

How do I ask/talk about the time in Italian?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Identify classroom objects in Italian. 2. Use numbers to talk about prices and play basic games (tombola, scopa). 3. Tell what time an event is taking place.	1. numbers 20-100 2. days of the week and months of the year 3. time expressions/military time

4. Ask and answer questions related to time and date. 5. Use and respond to questions pertaining to classroom needs. 6. Identify colors and say the colors of objects around the classroom. 7. Identify where Italy is in the world and its basic geography	4. classroom objects 5. classroom commands 6. classroom expressions 7. colors 8. indefinite articles 9. basic Italian geography
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Interpersonal Communication: ● Interactive partner activities (guessing games, what is it questions, what color is it, etc) ● Practice asking to use the bathroom/get a drink, ask for clarification, ask about the time and respond **Interpretive Listening:** ● Identify different classroom objects when prompted orally ● Respond to classroom commands ● Write down numbers when they're read aloud ● Play tombola/bingo with numbers 1-100 **Interpretive Reading:** ● Read calendars, infographics, schedules, packing lists for school **Presentational Speaking:** ● Talk about which supplies they have on their desks, which days of the week they have school ● Talk about dates and holidays on a calendar **Presentational Writing:** ● Write sentences relating to dates and time (using sentence starters)	● Focus Junior ● Pianeta Bambini ● Ecco Uno (textbook) ● Italian Espresso book ● NIE (National Italian Exam)

Wethersfield Public Schools

SDMS & WHS Curriculum: Italian I

Grade(s)	7-12
Unit Title and Purpose	**Unit 2: Come siamo?**
Timeframe	HS: 4-5 weeks MS: 5-6 weeks

Vision of the Graduate

Communicator: Students exchange ideas and information, including descriptions of themselves and others, comparing their own experiences with those of their classmates and of other cultures.

Unit Priority Standards

ACTFL World Readiness Standards for Learning Languages

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Proficiency Benchmarks

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Unit Supporting Standards

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Essential Questions

How can I accurately describe myself and the people around me?

How can I ask others about themselves?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Describe people, places and things. 2. Ask and answer questions about friends, family members and pets.	1. subject pronouns 2. *essere* 3. adjectives/adjective agreement 4. hair and eye colors 5. singular and plural adjectives and nouns 6. definite articles

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Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Interpersonal Communication: ● Play Guess Who ● Describe famous people, family and friends **Interpretive Listening:** ● Listen to descriptions of people ● Watch videos and answer questions about people **Interpretive Reading** ● Reading various descriptions, answer questions, summarize, draw for understanding **Presentational Speaking:** ● Describe a friend in the class **Presentational Writing:** ● Write a short paragraph about a famous person, describing them in detail	● Focus Junior ● Pianeta Bambini ● Ecco Uno (textbook) ● Italian Espresso book ● NIE (National Italian Exam)

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SDMS & WHS Curriculum: Italian I

Grade(s)	7-12
Unit Title and Purpose	**Unit 3: Cosa ti piace?**
Timeframe	HS: 5-6 weeks MS: 7-8 weeks

Vision of the Graduate

Communicator: Students exchange ideas and information, including their likes, dislikes, and preferences, comparing their own experiences with those of their classmates and of other cultures.

Unit Priority Standards

ACTFL World Readiness Standards for Learning Languages

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Proficiency Benchmarks

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Unit Supporting Standards

Standard 4.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Essential Questions

How can I express my personal preferences?

How can I talk about/understand others' personal preferences?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Talk generally about one's likes and dislikes. 2. Recognize and discuss different activities.	6. *piace/piacciono* 7. infinitives (activity-related) 8. *amare, adorare, preferire, odiare* 9. basic foods and animals
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Interpersonal Communication: ● Ask each other what they like	● Focus Junior ● Pianeta Bambini

● Talk about what they prefer **Interpretive Listening:** ● Listen to audio about likes/dislikes and preferences **Interpretive Reading:** ● Read short narratives about likes/dislikes and preferences, both in the US and in Italy **Presentational Speaking:** ● Record themselves communicating their likes and dislikes **Presentational Writing:** ● Write a short paragraph introducing a friend, describing them, and write about their likes and dislikes	● Ecco Uno (textbook) ● Italian Espresso book ● NIE (National Italian Exam)

Wethersfield Public Schools

SDMS & WHS Curriculum: Italian I

Grade(s)	7-12
Unit Title and Purpose	**Unit 4: A Scuola**
Timeframe	HS: 5-6 weeks MS: 7-8 weeks

Vision of the Graduate

Communicator: Students exchange ideas and information, including details about school, comparing their own experiences with those of their classmates and of other cultures.

Unit Priority Standards

ACTFL World Readiness Standards for Learning Languages

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Proficiency Benchmarks

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Unit Supporting Standards

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Essential Questions

How do I communicate about my school day and schedule?

How can I expand my ability to talk about my day-to-day actions in the present tense?

How can I express and understand what time things occur during the day?

How does the Italian school system differ from our own?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Talk about one's daily schedule and the times that one's classes take place. 2. Interpret and understand when someone describes their school day. 3. Express what one likes and dislikes about the school day and school subjects.	1. School subjects 2. Schedules and times 3. -are, -ere, -ire verbs (isc) 4. ordinal numbers 5. Italian vs. American schooling

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Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Interpersonal Communication: ● Turn and talk about favorite subjects, their teachers and when they have each class during the day. **Interpretive Listening:** ● Listen to students talk about their schedules and what they do in each class and respond to questions. **Interpretive Reading:** ● Read narratives from Italian students and answer questions about how their schedules differ from ours. **Presentational Speaking:** ● Talk about their favorite day in the rotation and the activities they do in each of their classes that day. **Presentational Writing:** ● Write about what they need in each of their classes.	● Focus Junior ● Pianeta Bambini ● Ecco Uno (textbook) ● Italian Espresso book ● NIE (National Italian Exam)

Wethersfield Public Schools

SDMS & WHS Curriculum: Italian I

Grade(s)	7-12
Unit Title and Purpose	**Unit 5: La Famiglia**
Timeframe	HS: 4-5 weeks MS: 5-6 weeks

Vision of the Graduate

Communicator: Students exchange ideas and information, comparing their own experiences with those of their classmates and of other cultures.

Unit Priority Standards

ACTFL World Readiness Standards for Learning Languages

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Proficiency Benchmarks

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Unit Supporting Standards

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Essential Questions

How do I talk about my family members and relationships?

How can I ask questions effectively to learn more about others' families and how families are structured in other cultures?

How is the Italian family culture different from ours, and how has it evolved over time?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Talk about the people who make up one's family. 2. Describe family members and ask questions about others' family members. 3. Express ownership and relationship when talking about one's family and pets. 4. Explain differences between family structures in	1. *avere* (and *avere* expressions) 2. interrogatives 3. possessive adjectives 4. family vocabulary, pets 5. family structure, culture

Italy and the United States.	
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Interpersonal Communication: ● Ask each other about family members (siblings, cousins, pets) and practice answering questions from classmates. **Interpretive Listening:** ● Listen to recordings of people describing family members and identify those members in a photo. **Interpretive Reading:** ● Read an excerpt about a child's family and answer questions. **Presentational Speaking:** ● Choose a family member and describe them (what they look like, their likes and dislikes, personality) **Presentational Writing:** ● Choose a fictional family and write about the members, describing each of them.	● Focus Junior ● Pianeta Bambini ● Ecco Uno (textbook) ● Italian Espresso book ● NIE (National Italian Exam)

Wethersfield Public Schools

SDMS & WHS Curriculum: Italian I

Grade(s)	7-12
Unit Title and Purpose	**Unit 6: In Città**
Timeframe	HS: 5-6 weeks MS: 7-8 weeks

Vision of the Graduate

Communicator: Students exchange ideas and information, including details about getting around a community, comparing their own experiences with those of their classmates and of other cultures.

Unit Priority Standards

ACTFL World Readiness Standards for Learning Languages

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Proficiency Benchmarks

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Unit Supporting Standards

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Essential Questions

How can I find my way around, ask for directions and get where I need to go?

How can I identify and talk about various points of interest?

How are cities structured and how do I get around in Italy vs. the US?

What is the role of the piazza in everyday life in Italy?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Give and ask for directions. 2. Identify important places in the city/town. 3. Talk about the way people move between places	10. Italian shops (cultural framework) 11. *andare, uscire, venire, fare* 12. prepositions (simple and articulated)

using various modes of transportation.	13. directions 14. *la piazza* 15. modes of transportation
Student Learning Tasks & Resources	**Suggested Teacher Materials & Resources**
Interpersonal Communication: ● Direct each other to various points of interest, using a map and asking for clarification if needed **Interpretive Listening:** ● Listen to people saying where they're going, how they'll get there and what time they'll arrive, and answer questions. **Interpretive Reading:** ● Read a train or bus schedule and a description of a student's home city **Presentational Speaking:** ● Record themselves describing their favorite places in Wethersfield, when they go there and how they arrive **Presentational Writing:** ● Write about a city that interests them, say where to find different shops or points of interest, and describe where they are in relation to each other (e.g., the shop is next to the station, etc.)	● Focus Junior ● Pianeta Bambini ● Ecco Uno (textbook) ● Italian Espresso book ● NIE (National Italian Exam)