



DERBY
PUBLIC SCHOOLS

Italian (Grade 7)

Derby's Instructional Core Beliefs

Derby Public Schools believes that an assured curriculum outlines what students will know and be able to do as a result of their experiences in our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with "how," which can be more effective for student learning. They engage in meaningful learning experiences to develop knowledge, skills and love of learning.

- *The curriculum is built on a series of learning progressions.*
- *The curriculum allows for connections to expectations for the Portrait of the Graduate*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*


Derby's Vision of MEL

Derby's Portrait of the Graduate

[References](#)



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| Content Area: World Language | | Course: Italian Grade 7 | Grade Level: Grade 7 |
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|  World Language | | Vision of the Graduate <ul style="list-style-type: none"> • The Citizen • The Critical Thinker • The Communicator • The Problem Solver • The Collaborator | |
| Unit Titles | | Length of Unit | |
| • Review and Expand | | • 2 weeks | |
| • Daily Routines and Reflexive Verbs | | • 2-3 weeks | |
| • Weather and Seasons | | • 2-3 weeks | |
| • Shopping and Clothing | | • 2-3 weeks | |
| • TRavel and Transportation | | • 2-3 weeks | |
| • Review and Final Project | | • 2-3 weeks | |



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Course Overview

Course Overview

This 16-week Italian course for 7th-grade students builds upon the foundation established in Italian Grade 6. It aims to further develop students' communication skills in Italian, focusing on more complex vocabulary, grammar structures, and cultural understanding.

The course emphasizes practical language use in various contexts, encouraging students to express themselves more confidently in Italian. Students will continue to improve their listening, speaking, reading, and writing skills while deepening their appreciation for Italian culture.

The units of study are:

- Daily Routines and Reflexive Verbs (3 weeks)
- Weather and Seasons (3 weeks)
- Shopping and Clothing (3 weeks)
- Travel and Transportation (3 weeks)
- Review and Final Project (2 weeks)

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| Unit Title | Review and Expand | Length of Unit | 2 weeks |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • How can we build upon our existing Italian knowledge to communicate more effectively? • What strategies can we use to remember and apply previously learned Italian concepts? | | |
| Focus Standards* | <p>Connecticut Standards</p> <ul style="list-style-type: none"> • WL.1.1: Engage in conversations to express needs, emotions, and opinions • WL.2.1: Demonstrate comprehension of spoken language and conversations <p>Common Core Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions • CCSS.ELA-LITERACY.L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | | |
| Concepts and Strands (Big Ideas) | <ul style="list-style-type: none"> • Speaking and Listening • Grammar Review | | |
| Key Vocabulary | <p>Review of Grade 6 vocabulary</p> <p>Expansion of numbers (up to 100)</p> <p>Basic verbs in present tense (essere, avere, andare, fare)</p> | | |

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|-------------------|-------------------|-----------------------|---------|
| Unit Title | Review and Expand | Length of Unit | 2 weeks |
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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
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| <ul style="list-style-type: none"> • Key vocabulary and phrases from Grade 6 • Numbers up to 100 in Italian • The difference between essere and avere | <ul style="list-style-type: none"> • Hold a basic conversation using Grade 6 concepts • Count and use numbers up to 100 in context • Use basic verbs in the present tense to describe themselves and others |

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| Assessments: | <p>Oral assessment: Students participate in a conversation covering Grade 6 topics</p> <p>Written quiz on numbers and basic verb conjugations</p> <p>Group activity: Students create and perform a skit using reviewed concepts</p> |
| Teacher Resources: | <p>Italian Review Activities</p> <p>Interactive Verb Conjugation Practice</p> <p>Numbers in Italian Video Lesson</p> |

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| Unit Title | Daily Routines and Reflexive Verbs | Length of Unit | 2-3 weeks |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • How do we describe our daily routines in Italian? • How do reflexive verbs work in Italian, and when do we use them? | | |
| Focus Standards* | <p>Connecticut Standards</p> <ul style="list-style-type: none"> • WL.1.2: Present information about daily activities and personal preferences • WL.3.1: Make presentations on a variety of topics <p>Common Core Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.7.3: Write narratives to develop real or imagined experiences or events • CCSS.ELA-LITERACY.SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner | | |
| Concepts and Strands (Big Ideas) | <ul style="list-style-type: none"> • Grammar (Reflexive Verbs) • Writing and Speaking | | |
| Key Vocabulary | <p>Reflexive verbs (alzarsi, lavarsi, vestirsi, addormentarsi)</p> <p>Time expressions (la mattina, a mezzogiorno, la sera)</p> <p>Adverbs of frequency (sempre, a volte, mai)</p> | | |

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| Unit Title | Daily Routines and Reflexive Verbs | Length of Unit | 2-3 weeks |
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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
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| <ul style="list-style-type: none"> • The concept of reflexive verbs and their conjugations • Vocabulary related to daily routines • How to use time expressions and adverbs of frequency | <ul style="list-style-type: none"> • Describe their daily routine using reflexive verbs • Write a short paragraph about their typical day • Compare their daily routine with that of a peer |

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| Assessments: | <p>Written assignment: Students write about their daily routine</p> <p>Oral presentation: Students present their typical day to the class</p> <p>Grammar quiz on reflexive verbs and time expressions</p> |
| Teacher Resources: | <p>Reflexive Verbs Lesson Plan</p> <p>Daily Routine Vocabulary Flashcards</p> <p>Interactive Game for Practicing Reflexive Verbs</p> |

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| Unit Title | Weather and Seasons | Length of Unit | 2-3 weeks |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • How do we describe weather and seasons in Italian? • How do weather patterns and seasons differ in various regions of Italy? | | |
| Focus Standards* | <p>Connecticut Standards</p> <ul style="list-style-type: none"> • WL.1.3: Express opinions and preferences related to weather and seasonal activities • WL.4.1: Identify and discuss weather patterns in target language regions <p>Common Core Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text • CCSS.ELA-LITERACY.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information | | |
| Concepts and Strands (Big Ideas) | <ul style="list-style-type: none"> • Vocabulary Development • Cultural Comparisons | | |
| Key Vocabulary | <p>Weather expressions (fa bel tempo, piove, nevicata, tira vento)</p> <p>Seasons (la primavera, l'estate, l'autunno, l'inverno)</p> <p>Temperature (freddo, caldo, mite)</p> | | |

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|-------------------|---------------------|-----------------------|-----------|
| Unit Title | Weather and Seasons | Length of Unit | 2-3 weeks |
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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
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| <ul style="list-style-type: none"> • Vocabulary to describe various weather conditions • The names of the seasons in Italian • Basic geography of Italy and its climate regions | <ul style="list-style-type: none"> • Describe current weather conditions in Italian • Compare weather and seasons in their region to those in Italy • Understand and give a basic weather forecast in Italian |

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| Assessments: | <p>Describe current weather conditions in Italian</p> <p>Compare weather and seasons in their region to those in Italy</p> <p>Understand and give a basic weather forecast in Italian</p> |
| Teacher Resources: | <p>Weather in Italian Lesson Plans</p> <p>Interactive Weather Map of Italy</p> <p>Cultural Video on Seasons in Different Italian Regions</p> |

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| Unit Title | Shopping and Clothing | Length of Unit | 2-3 weeks |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • How do we discuss clothing and shopping preferences in Italian? • How do fashion trends differ between our culture and Italian culture? | | |
| Focus Standards* | <p>Connecticut Standards</p> <ul style="list-style-type: none"> • WL.1.4: Participate in conversations related to shopping and personal preferences • WL.5.1: Identify cultural products and practices related to clothing and fashion <p>Common Core Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.7.1.c: Pose questions that elicit elaboration and respond to others' questions and comments • CCSS.ELA-LITERACY.L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening | | |
| Concepts and Strands (Big Ideas) | <ul style="list-style-type: none"> • Speaking and Listening • Cultural Awareness | | |
| Key Vocabulary | <p>Clothing items (camicia, pantaloni, vestito, scarpe)</p> <p>Shopping-related words (negozi, prezzo, taglia, camerino)</p> <p>Colors and patterns (rosso, blu, verde, a righe, a quadri)</p> | | |

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| Unit Title | Shopping and Clothing | Length of Unit | 2 weeks |
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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
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| <ul style="list-style-type: none"> • Vocabulary for common clothing items and accessories • Expressions for shopping and asking about prices • Cultural differences in clothing and fashion in Italy | <ul style="list-style-type: none"> • Describe what they and others are wearing • Role-play a shopping scenario, including asking for prices and sizes • Express preferences about clothing and styles |

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| Assessments: | <p>Role-play activity: Students act out a shopping scenario in pairs</p> <p>Fashion show presentation: Students describe outfits in Italian</p> <p>Written assignment: Students create a clothing catalog with descriptions and prices</p> |
| Teacher Resources: | <p>Clothing Vocabulary Interactive Games</p> <p>Shopping Dialogue Video in Italian</p> <p>Article on Fashion Trends in Italy</p> |

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| Unit Title | Travel and Transportation | Length of Unit | 2-3 weeks |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • How do we discuss travel plans and transportation options in Italian? • What are some popular tourist destinations in Italy? | | |
| Focus Standards* | <p>Connecticut Standards</p> <ul style="list-style-type: none"> • WL.1.5: Exchange information about travel experiences and transportation • WL.3.2: Comprehend and interpret written and spoken language on travel topics <p>Common Core Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.7.7: Conduct short research projects to answer a question, drawing on several sources • CCSS.ELA-LITERACY.SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings | | |
| Concepts and Strands (Big Ideas) | <ul style="list-style-type: none"> • Reading and Writing • Cultural Geography | | |
| Key Vocabulary | <p>Transportation modes (macchina, autobus, treno, aereo)</p> <p>Travel-related words (viaggio, vacanze, albergo, prenotazione)</p> <p>Directions and locations (destra, sinistra, vicino a, lontano da)</p> | | |

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|-------------------|---------------------------|-----------------------|---------|
| Unit Title | Travel and Transportation | Length of Unit | 2 weeks |
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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
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| <ul style="list-style-type: none"> • Vocabulary related to various modes of transportation • Basic phrases for asking for and giving directions • Names and locations of major Italian cities and regions | <ul style="list-style-type: none"> • Describe a past or future trip using simple sentences • Ask for and give basic directions in Italian • Discuss popular tourist destinations in Italy |

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| Assessments: | Describe a past or future trip using simple sentences Ask for and give basic directions in Italian Discuss popular tourist destinations in Italy |
| Teacher Resources: | Travel Vocabulary Quizlet Giving Directions in Italian Video Lesson Virtual Tours of Italian Cities |

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| Unit Title | Review and Final Project | Length of Unit | 2-3 weeks |
| Inquiry Questions (Engaging & Debatable) | <ul style="list-style-type: none"> • How can we apply our Italian language skills in real-world contexts? • What strategies can we use to continue improving our Italian proficiency? | | |
| Focus Standards* | <p>Connecticut Standards</p> <ul style="list-style-type: none"> • WL.1.6: Use language to present information on a variety of topics • WL.5.2: Recognize and understand the significance of cultural practices in Italian communities <p>Common Core Standards</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • CCSS.ELA-LITERACY.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | | |
| Concepts and Strands (Big Ideas) | <ul style="list-style-type: none"> • Integrated Language Skills • Project-Based Learning | | |
| Key Vocabulary | <p>Review of key vocabulary from all units</p> <p>Project-specific vocabulary based on student choices</p> | | |

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|-------------------|--------------------------|-----------------------|---------|
| Unit Title | Review and Final Project | Length of Unit | 2 weeks |
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| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
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| <ul style="list-style-type: none"> • Key concepts and vocabulary from all previous units • Basic strategies for language learning and practice • How to research and present information on a chosen topic in Italian | <ul style="list-style-type: none"> • Communicate in Italian using skills from all previous units • Create and present a comprehensive project in Italian • Reflect on their language learning progress and set goals for future study |

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| Assessments: | <p>Comprehensive written exam covering all units</p> <p>Final project: Students create and present a multimedia project on an Italian city, region, or cultural topic</p> <p>Self-assessment: Students reflect on their progress and set language learning goals</p> |
| Teacher Resources: | <p>Italian Review Games and Activities</p> <p>Project-Based Learning Ideas for Italian Class</p> <p>Self-Assessment Rubric for Language Learners</p> |

References

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