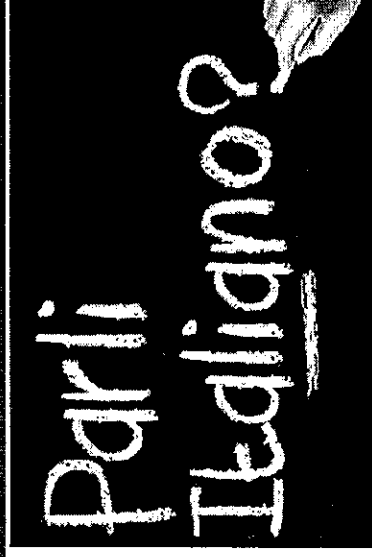


Secaucus
Board of
Education

Italian I

Course Code: 5121

World Language Department



Born on January 2017

Aligned to the NJSLs for World Language (2014), Technology (2014), Career Readiness (2014)

Adopted by the Secaucus Board of Education on: January 19, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016.

Course Description

Students in this course will be introduced or refreshed in the foreign language and its culture. Students will develop basic listening, speaking, reading, writing skills and grammatical structures necessary to communicate about self, family and daily life. Students will explore, then compare and contrast cultural aspects using authentic materials and reinforced through rich multimedia presentations.

Language learners can be expected to move through levels of proficiency at different rates. At the end of the course, students will be able to participate in simple conversations on selected topics, read and write short simple passages in the present tense in the target language. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational.)

Interdisciplinary Connections

Students will engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest or on topics studied in other content areas, such as:

- English
- Science
- Social Studies
- Math
- Culinary Arts

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p>Unit 1:</p>	<p><i>Greetings, numbers 1-30, alphabet, classroom phrases, colors, months, days, weather expressions and telling time, cognates</i></p>	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><u>NJSLS World Language</u> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.8, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.6</p> <p><u>NJSLS Technology</u> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> WHST.9-10.10</p>	
<p>Essential Question:</p>	<p>Objectives:</p>	<p>Activities, Investigations and Student Experiences:</p>
<ul style="list-style-type: none"> How will I be able to use a world language in addition to English to engage in short conversations, to understand and interpret spoken and written language? <p><u>Enduring Understandings:</u></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> greet people at different times of the day introduce himself to others use numbers in different contexts such as telling time, date, counting, school items etc. 	<ul style="list-style-type: none"> Create skits Engage in brief conversations Respond to introductions Generate short stories using numbers, colors and items in the classroom Identify target language-English cognates Talk about the weather in pairs

<ul style="list-style-type: none"> • Learning a second language will facilitate connections with other content areas by comparing the language and culture studied with their own, providing opportunities to participate in home and global communities. 	<ul style="list-style-type: none"> • ask/respond what the weather is like • make plurals • use cognates • use colors to describe nouns • use the verb “to be” in high frequency expressions to describe people’s personalities • Spell out words/names 	<ul style="list-style-type: none"> • Identify countries on a map and express their location • Discuss reasons for learning the language and professions/careers that require proficiency in a world language other than English. • Write down words being spelled • State license plate numbers, house and phone numbers • Use common high frequency expressions and phrases • Watch short video clips and answer comprehension questions • Listen to songs and do fill-in the blank
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> • Present skits with other students • Respond to guided conversations • Write brief conversations • Fill-in the blank quizzes • Complete dialogues with the missing word/expression • Present skits with other students describing the weather • Language lab paired activities • Homework 	<ul style="list-style-type: none"> • Interactive WhiteBoard • Audio lab • Document Camera • Computer with Internet Connection • DVD player • Interactive Student Response Devices 	<ul style="list-style-type: none"> • Sentieri Textbook Series • E-Text and Activities from https://www.vhlcentral.com • Eco Uno and Duo Textbook Series • Google Classroom • Superteachertools.us (for review games) • Yabla.com/ Youtube.com • Selections from Dante’s Inferno

<ul style="list-style-type: none">● Listening assessment● Publisher's website activities		<ul style="list-style-type: none">● Selections from Boccaccio's Decameron● Bighugelabs.com (for projects)● Department Created Italian I and Italian II workbooks● Department Created Presentations and Assessments
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	<p>Unit 2: <i>Question words, school items, definite articles and their plurals, likes and dislikes, activities, infinitives</i></p>
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> CPF# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.8, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3</p> <p><u>NJSLS Technology</u> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> NJSLSA.SL1-2, SL.9-10.1</p>
<p>Essential Question:</p>	<p>Objectives:</p>
	<p>Activities, Investigations and Student Experiences:</p>

<ul style="list-style-type: none"> • How can I use my existing communication skills to learn a new language? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Move from the understanding and communicating at the word level to understanding and communicating at the sentence level using simple sentences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • express likes and dislikes • use questions words in context • use nouns with definite articles, make nouns plural. • Apply the noun adjective agreement • use words many and how many • Introduction of to like used with activities and used with infinitive verbs • express possession using the correct expression • use cognates 	<ul style="list-style-type: none"> • Engage in brief question and answer conversations using question words in context. • Generate short stories using school items in plural form • Identify target language-English cognates in authentic cultural material • Participate in conversation using common high frequency expressions and phrases • Create skits • Write a brief description of members in the family using the possessive adjectives and applying the noun-adjective agreement • Watch short video clips and answer comprehension questions • Listen to short audio clips taken from Internet sources and check for comprehension • Do reading comprehension using teacher/students created stories
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>

<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> ● Respond to guided conversations ● Write brief conversations/stories ● Fill-in the blank quizzes ● Language lab paired activities ● Homework ● Listening assessment ● Publisher's website activities 	<ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<ul style="list-style-type: none"> ● Sentieri Textbook Series ● E-Text and Activities from https://www.vhlcentral.com ● Eco Uno and Duo Textbook Series ● Google Classroom ● Superteachertools.us (for review games) ● Yabla.com/ Youtube.com ● Selections from Dante's Inferno ● Selections from Boccaccio's Decameron ● Bihugelabs.com (for projects) ● Department Created Italian I and Italian II workbooks ● Department Created Presentations and Assessments
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<p>Unit 3:</p>	<p><i>The verbs “to need” and “to want”</i> <i>Schools, schools supplies, classroom objects, subjects, schedules and report cards</i> <i>Possessive adjectives and expressions to show possession</i> <i>Descriptive adjectives</i> <i>Likes and dislikes using verbs</i> <i>High frequency –ar/-are verbs</i></p>
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.6, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.1 7.1.IL.C.5, 7.1.IL.C.6</p> <p><u>NJSLS Technology</u> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> NJSLSA.SL1-2, SL.9-10.1</p>
<p>Essential Question:</p>	<p>Objectives:</p>
	<p>Activities, Investigations and Student Experiences:</p>

<ul style="list-style-type: none"> • What strategies can I use to communicate more effectively? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • You don't have to translate everything. You don't use the same words or expressions with everyone in every situation. The goal is effective communication, not word-for-word translation. • The recognition and use of patterns of verb forms gives the speaker a wider range of communication skills. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • express needs and wants • describe his school day using sequencing words • compare and contrast school subjects, schedules and report cards and discuss cultural aspects • describe classroom objects • use the -ar/-are verbs in present tense • use cognates 	<ul style="list-style-type: none"> • Create skits expressing what students need and/or want for school • Engage in conversations asking other students what they need for school • Prepare dialogues in which friends discuss likes and dislikes • Compare and contrast cultural aspects of schools in other countries and the USA • Generate/Personalize stories using the student's subjects and schedule • Compare and contrast cultural aspects of schools in other countries and the USA • Identify and use target language-English cognates • Participate in discuss the different grading scales in other countries • Listen to songs and do fill-in the blank • Translate into the target language a paragraph provided by the teacher which includes -ar/-are verbs • Use -ar/-are verbs in personalized mini stories • Watch video clips of a typical school day in another country
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		<ul style="list-style-type: none"> • Discuss reasons for learning the language and professions/careers that require proficiency in a world language other than English • 1st benchmark.
<p>Assessments</p> <p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> • Present skits of students discussing their preferences and why • Respond to guided conversations • Write brief conversations/stories using high-frequency -ar/-are verbs • Fill-in the blank quizzes • Language lab paired activities • Homework • Listening/video assessment • Publisher's website activities 	<p>Materials:</p> <ul style="list-style-type: none"> • Interactive WhiteBoard • Audio lab • Document Camera • Computer with Internet Connection • DVD player • Interactive Student Response Devices 	<p>Resources:</p> <ul style="list-style-type: none"> • Sentieri Textbook Series • E-Text and Activities from https://www.vhlcentral.com • Eco Uno and Duo Textbook Series • Google Classroom • Superteachertools.us (for review games) • Yabla.com/ Youtube.com • Selections from Dante's Inferno • Selections from Boccaccio's Decameron • Bighugelabs.com (for projects) • Department Created Italian I and Italian II workbooks

		<ul style="list-style-type: none">• Department Created Presentations and Assessments
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<p>Unit 4:</p>	<p>High frequency -er/-ere and ir/-ire verbs, verbs to love, to want, to need and to want. Food vocabulary, cognates</p>
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><i>NJSLS World Language</i> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.5, 7.1.IL.B.1, 7.1.IL.C.4</p> <p><i>NJSLS Technology</i> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><i>NJSLS Career Ready Practices</i> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i> NJSLSA.SL1-2, SL.9-10.1</p>
<p>Essential Question:</p> <ul style="list-style-type: none"> • What are the benefits or risks of taking a chance in language? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • You don't always have to use words to say what you are 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use -er/-ere and -ir/-ire verbs in present tense in context • Use food vocabulary and expressions and apply the verb "to love, to want"
	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> • Create skits using -er/-ere and -ir/-ire verbs and food vocabulary • Engage in brief personalized conversations using food vocabulary and the verb to like with infinitives • Identify and use target

<p>thinking. People also communicate without using language. You can't identify and correct your mistakes unless you have the courage to make them.</p> <ul style="list-style-type: none"> • The recognition and use of patterns of verb forms gives the speaker a wider range of communication skills. 	<ul style="list-style-type: none"> • apply the noun-adjective agreement using food vocabulary • use the verb "to like" with infinitives • recognize and use cognates 	<p>language-English cognates</p> <ul style="list-style-type: none"> • Generate an illustrated menu • Listen to songs and do fill-in the blank • Translate into English real ads taken from the Internet or magazines • 2nd benchmark.
<p>Assessments</p>		
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> • Written and oral presentation of a menu • Written quizzes • Worksheet activities • Homework • Listening/video assessment • Writing a story that matches the illustration • Use of Active vote flipchart • Publisher's website activities 	<p>Materials:</p> <ul style="list-style-type: none"> • Interactive WhiteBoard • Audio lab • Document Camera • Computer with Internet Connection • DVD player • Interactive Student Response Devices 	<p>Resources:</p> <ul style="list-style-type: none"> • Sentieri Textbook Series • E-Text and Activities from https://www.vhlcentral.com • Eco Uno and Duo Textbook Series • Google Classroom • Superteachertools.us (for review games) • Yabla.com/ Youtube.com • Selections from Dante's Inferno • Selections from Boccaccio's Decameron • Bighugelabs.com (for projects)

		<ul style="list-style-type: none">• Department Created Italian I and Italian II workbooks• Department Created Presentations and Assessments
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<p>Unit 5:</p>	<p><i>High frequency regular and irregular verbs, family Hobbies and sports</i></p>
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.7, 7.1.IL.A.6, 7.1.IL.A.8, 7.1.IL.B.1, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3</p> <p><u>NJSLS Technology</u> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> NJSLSA.SL1-2, SL.9-10.1</p>
<p>Essential Question:</p>	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use -ar/-are, -er/-ere and -ir/-ire verbs in present tense in context • Identify family members and describe them. Use of
<p>• How fluent do I need to be in speaking and/or writing a new language?</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Language is a process that 	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> • Illustrate paragraphs using -ar/-are, -er/-ere and -ir/-ire verbs or vice versa • Write personalized stories using irregular verbs and stem-changing verbs in present tense

<p>requires lots of comprehensible input, but you can express complex ideas using simple terms with practice.</p> <ul style="list-style-type: none"> • Learning a language takes motivation, perseverance, and practice 	<p>possessive and demonstrative adjectives.</p> <ul style="list-style-type: none"> • compare and contrast family structures • Identify high frequency irregular verbs and stem-changing verbs in present tense • Use the irregular verbs in context • Communicate preferences using hobbies and sports • Compare similar hobbies and sports played in other countries • Become familiar with the verb to like and its expressions • Apply linguistic elements using two verbs together • Recognize and use cognates 	<ul style="list-style-type: none"> • Write personalized stories to talk about their family • Create skit using the verb to like and its expressions • Identify and use target language-English cognates • Do internet activities using regular and irregular verbs • Compare/contrast pastimes in other countries • Listen to songs and identify missing words in lyrics worksheet • Compare/contrast family structures in other countries • Watch video clips of families in other countries and compare and contrast with their own families • Create flashcards to illustrate new vocabulary • Generate a PowerPoint or a visual presentation of the family description • Watch video clips on the Internet and check for understanding
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>

<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> ● Acting out skits using regular and irregular verbs ● Writing brief conversations/stories expressing favorite pastimes ● Written quizzes ● Worksheets activities ● Homework ● Listening/video assessment ● Publisher's website activities ● Writing a story that matches the illustration ● Use of Active vote flipcharts 	<ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<ul style="list-style-type: none"> ● Sentieri Textbook Series ● E-Text and Activities from https://www.vhlcentral.com ● Eco Uno and Duo Textbook Series ● Google Classroom ● Superteachertools.us (for review games) ● Yabla.com/ Youtube.com ● Selections from Dante's Inferno ● Selections from Boccaccio's Decameron ● Bighugelabs.com (for projects) ● Department Created Italian I and Italian II workbooks ● Department Created Presentations and Assessments
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<p>Unit 6:</p>	<p><i>Leisure time activities, the verb to go, to like, to play, to want to sleep to have to.</i> <i>Demonstrative adjectives</i></p>	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><i>NJSLS World Language</i> CPI# 7.1.II.A., 7.1.II.B., 7.1.II.C. 7.1.II.A.7, 7.1.II.A.8, 7.1.II.B.5</p> <p><i>NJSLS Technology</i> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><i>NJSLS Career Ready Practices</i> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i> NJSLSA.SL1-2, SL.9-10.1</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How is listening different from reading? • How is written language different from spoken language? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Language skills are not acquired all at the same time. 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about his or others favorite leisure activities • Become familiar with the verb to like and its expressions • Apply linguistic elements using two verbs together • Use the verb “to like” with 	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> • Create and illustrate stories written by other students • Write personalized stories showing their favorite leisure activities • Engage in conversations expressing likes and dislikes regarding favorite activities. • Identify target language-English

<ul style="list-style-type: none"> Learning a language is an ongoing process. 	<p>different subjects and activities and use stem-changing verbs.</p> <ul style="list-style-type: none"> Use the demonstrative adjectives in all their forms Match the demonstrative adjectives with the noun Use the verb “to go” in present tense Ask where someone is going Identify and use cognates 	<p>cognates in readings and infer meaning of new words</p> <ul style="list-style-type: none"> Do internet activities in educational web sites or the publisher’s website Research other countries teenagers favorite pastimes Engage in group activity to create a weekend and daily activities including time. Watch video clips on the Internet for comprehension 3rd benchmark
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> Write brief conversations/stories expressing what you like Written quizzes Worksheets activities Guided conversations Homework Listening/video assessment Publisher’s website activities Act out a story as it is being told Use of Active vote flipchart 	<ul style="list-style-type: none"> Interactive WhiteBoard Audio lab Document Camera Computer with Internet Connection DVD player Interactive Student Response Devices 	<ul style="list-style-type: none"> Sentieri Textbook Series E-Text and Activities from https://www.vhlcentral.com Eco Uno and Duo Textbook Series Google Classroom Superteachertools.us (for review games) Yabla.com/ Youtube.com Selections from Dante's Inferno Selections from Boccaccio's Decameron

		<ul style="list-style-type: none">• Bighugelabs.com (for projects)• Department Created Italian I and Italian II workbooks• Department Created Presentations and Assessments
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<p>Unit 7:</p>	<p><i>Hobbies, pastime, chores, regular present tense verb, irregular verbs, stem changing verbs, chores, verbs used with chores and informal commands.</i></p>
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><i>NJSLS World Language</i> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.C.1, 7.1.IL.C.2</p> <p><i>NJSLS Technology</i> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><i>NJSLS Career Ready Practices</i> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i> NJSLSA.SL1-2, SL.9-10.1</p>
<p>Essential Question:</p>	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use high frequency vocabulary related to items in a bedroom and rooms in a house • Use verbs associated with household chores used in
<p>• How can I use my existing communication skills to learn a new language?</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • You can learn a second or third 	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> • Write personalized stories describing what you or others are doing • Retell, reenact, or dramatize stories. • Rewrite stories from present tense to present progressive and vice

<p>language.</p> <ul style="list-style-type: none"> You already have language and communication skills that you can utilize while learning a new language. It is important to relate what you know to the new material. 	<p>combination with verbs: “to have to, to want to and to need to”</p> <ul style="list-style-type: none"> Become familiar with informal commands Use ar/er/ir regular verbs present tense form and irregular verbs. Tell a friend what to do 	<p>versa</p> <ul style="list-style-type: none"> Identify target language-English cognates in readings and infer meaning of new words Do internet activities in educational web sites or the publisher’s website Research other countries teenagers favorite pastimes Watch video clips on the Internet and identify structures being studied Read “advice columns” in the Internet and check for comprehension
<p>Assessments</p>		
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> Write brief conversations/stories expressing what you are doing right now Written quizzes Oral assessment Worksheets activities Guided conversations Homework Listening/video assessment Publisher’s website activities Act out a story as it is being told 	<p>Materials:</p> <ul style="list-style-type: none"> Interactive WhiteBoard Audio lab Document Camera Computer with Internet Connection DVD player Interactive Student Response Devices 	<p>Resources:</p> <ul style="list-style-type: none"> Sentieri Textbook Series E-Text and Activities from https://www.vhcentral.com Eco Uno and Duo Textbook Series Google Classroom Superteachertools.us (for review games) Yabia.com/ Youtube.com Selections from Dante’s Inferno

<ul style="list-style-type: none">• Use of Active vote flipchart		<ul style="list-style-type: none">• Selections from Boccaccio's Decameron• Bighugelabs.com (for projects)• Department Created Italian I and Italian II workbooks• Department Created Presentations and Assessments
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<p>Unit 8:</p>	<p><i>Places</i> <i>Hobbies and pastimes</i> <i>The verb “to be” + the present participle of other verbs</i> <i>High frequency verbs in present tense, including irregular verbs</i> <i>Sequencing vocabulary</i></p>
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> CPI# 7.1.II.A., 7.1.II.B., 7.1.II.C. 7.1.II.A.7, 7.1.II.A.8, 7.1.II.C.1, 7.1.II.C.2</p> <p><u>NJSLS Technology</u> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> NJSLSA.SL.1-2, SL.9-10.1</p>
<p>Essential Questions:</p>	<p>Objectives:</p>
	<p>Activities, Investigations and Student Experiences:</p>

<ul style="list-style-type: none"> • How can learning and using a language help me assimilate into a new culture? • What are the advantages of learning a new language? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Language connects people. • People appreciate your effort to learn and use their language. • Learning a second language will open doors for you professionally and personally. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use verbs in present tense including irregular ones • Apply linguistic elements for using a verb by itself and the use of two verbs together. • Introduce high frequency vocabulary for shopping for clothes and accessories. • Use present tense verbs “to buy, to prefer, and to plan” • Present how much does something costs and how does it look to be used in sentence structure • Compare contrast general culture with their own 	<ul style="list-style-type: none"> • Write personalized stories using a variety of verbs regular and irregular in present tense • Retell, reenact, or dramatize stories. • Identify target language-English cognates in readings and infer meaning of new words • Engage in conversation with a partner to ask what they are wearing, how does it look and how to ask how much something costs. • Discuss clothing with relation to weather and geographical location • Do internet activities in educational web sites or the publisher’s website • Watch video clips on the Internet and check for understanding • 4th Benchmark/ Final Assessment
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>

<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> • Write a description of what you are wearing, how does it fit, what you are thinking of buying and how much it costs • Write brief conversations/stories • Written quizzes • Worksheets activities • Guided conversations • Homework • Listening/video assessment • Publisher's website activities • Use of Active vote flipchart 	<ul style="list-style-type: none"> • Interactive WhiteBoard • Audio lab • Document Camera • Computer with Internet Connection • DVD player • Interactive Student Response Devices 	<ul style="list-style-type: none"> • Sentieri Textbook Series • E-Text and Activities from https://www.vhlcentral.com • Eco Uno and Duo Textbook Series • Google Classroom • Superteachertools.us (for review games) • Yabla.com/ Youtube.com • Selections from Dante's Inferno • Selections from Boccaccio's Decameron • Bighugelabs.com (for projects) • Department Created Italian I and Italian II workbooks • Department Created Presentations and Assessments
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