



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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Content Area: Italian 1
Grade Span: 9 - 12
Revised by: Adele Marra-Gersbeck
Presented by: Glennysa Jurado-Moran
Approval date: August 2019

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COURSE OVERVIEW

Description		
<p>This course is designed for students with no background in the language and stresses the development of basic communication skills in the three modes of communication: interpretive, interpersonal and presentational. This course is designed to meet the needs of students (grades 9-12) who are interested in beginning their study of the Italian language. The target proficiency level for this course is Novice-Mid according to ACTFL proficiency guidelines. This course integrates the ACTFL 5 C's (communication, cultures, communities, comparisons and connections) and current global themes. The overall objectives of the Italian 1 course are to develop, reinforce, and refine proficiency in the three modes of communication. By developing and refining their skills of observation, students also acquire a basic understanding and appreciation of the Italian culture.</p>		
Goals		
<p>The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy and critical thinking skills in a second language. Students will arrive at this in a learning environment that is led by culture, standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.</p> <p>This course will address an even development of the three modes of communication: interpretive, interpersonal and presentational. Through these modes:</p> <ul style="list-style-type: none"> ● Students will be able to produce words, phrases, and simple sentences in familiar situations. ● Students will be able to understand simple statements, questions, and directions. ● Students will be able to understand written matter incorporating learned structures and vocabulary. ● Students will be able to recognize similarities and differences between their own culture and the Italian culture. <p>Additionally, this course aims to:</p> <ul style="list-style-type: none"> ● Foster an appreciation and appropriate understanding of Italian language learning, cultural practices and perspectives with comparison to their native language and culture. ● Provide opportunities to make connections with local and global Italian communities to foster deeper appreciation and motivation for language learning and functional communication. ● Promote life-long active language learning. 		
Scope and Sequence		
Unit	Topic	Length
1	Personal and Public Identities /Mi presento	45 days
2	Family and Community/La Mia Famiglia	45 days
3	School Life/ La Vita Academica	45 days
4	Leisure Activities/Il Tempo Libero	45 days
Resources		

Core Text:**StudioArcobaleno, SuperCiao Level 1****Suggested Resources:**

Technology (Internet resources, videos, audio CDs)

Authentic realia

Leveled reader - Brandon Brown Dice La Verità - reader www.fluencymatters.com (fiction/humor)(suggested) Cenerentola, Sirenetta, ecc... www.applauselearningresources.com (fairy tales)Povera Anna - reader www.tprsbooks.com (fiction/humor)**UNIT 1:****Summary and Rationale**

A world language classroom needs to provide a safe and comfortable environment so that students feel confident to take risks and embrace a new language. Developing positive relationships in school is also essential to their academic success. Introducing themselves to one another and their teacher, helps build these positive relationships. Through the different modes of communication, students will practice sharing basic information about themselves, as well as use appropriate greetings with one another and their teacher. Being able to make simple requests, follow commands and directions is another essential component for success in the classroom. Students are exposed to these everyday phrases and encouraged to use them in daily interactions in class.

Recommended Pacing

45 days

State Standards

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A: Interpretive

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Strand B: Interpersonal

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C: Presentational

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Our relationship with people influences how we greet them ● Our behaviors: eye contact, personal space, gestures, etiquette, speaks to where I am from ● What are some cultural similarities and differences between the US and Italy. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Who am I? ● How do people greet each other in various situations in Italy? (peers and people of authority) ● How do I interact with others from the target culture? ● What are “survival phrases” I need to know for school and classroom use? 	
Objectives	

Students will know:

- Basic greetings: Ciao! Salve! *Buongiorno! Buon pomeriggio! Buona Sera! Buona Notte! Farewell greetings: A domani! A presto! A più tardi! Arrivederci! Ci vediamo! Addio!*
- Similarities and differences in culturally appropriate greetings (informal/formal)
- Introductions: Come ti chiami? Mi chiamo... piacere. *Come si chiama? Lui si chiama... Lei si chiama... Come si chiama, Lei? Lei si chiama... Lui è un amico. Lei è un'amica. Mi presento. Ti presento il mio amico migliore/la mia amica migliore. piacere di conoscerti/La.*
- Culturally appropriate greetings and titles, and expressions of politeness: Signore/Signora, Signorina, tu vs. Lei, per favore/per piacere, grazie, prego/di niente
- How to ask how someone is: Come stai/Come va? *Sto bene, grazie. Non sto bene/sto male. Sto benissimo/molto bene. Sto così-così. Sono stanco/a. Sono ammalato/a. Sono felice/triste. Non c'è male.* How to ask and tell age: *Quanti anni hai? Io ho anni. Lui ha.... anni. Lei ha.... anni.*
- Numbers 0-60: *i numeri da zero a sessanta*
- How to ask where someone is from: *Di dove sei? Da dove vieni? Dove abiti? Qual'è il tuo indirizzo?*
- Commands for classroom procedures: Fate attenzione, Ascoltate, Silenzio, per favore, Alzatevi/Sedetevi, Scrivete, Leggete, Alzate le mani, Prendete/Mettete, Aprite/Chiudete, Prendete il Compito, Vai al tuo banco, Vai alla lavagna,
- How to ask the teacher something: *Non capisco? Ripeta, per favore. Come si dice...in italiano? Come si scrive...? Posso andare...? Mi presti... Posso avere...?*
- Objects in a classroom: un banco, una scrivania, un foglio di carta, una penna, una matita, un libro, uno zaino, uno scaffale, un computer, un portatile, un DVD, un proiettore, un tavolo, una sedia, una lavagna, un professore/una professoressa, un maestro/una maestra, una porta, una finestra, una luce, una classe, un'aula, uno studente/una studentessa, un alunno/un'alunna, un ragazzo/una ragazza, un poster
- How to ask and tell what is in a classroom: *C'è ...? Ci sono...? Hai...? Non hai...? Sì, io ho... No, io non ho...*
- How to ask and tell how words are spelled: *Come si scrive...? Come si dice/pronuncia...? con l'accento.* Subjects and verbs, Italian subject pronouns: *io, tu, lui, lei, Lei, noi, voi, loro, Loro*
- All forms of the irregular verb *avere*
- Indefinite articles: *un, uno, una, un'*
- How to make a negative sentence *non*
- How to exchange email addresses and phone numbers or usernames: *Qual'è il tuo indirizzo e-mail? È --- punto. Qual'è il tuo numero cellulare? Qual'è il tuo nome utente e parola d'ordine (user name/password)?*
- Basic geography of Italy: paese, nazione, penisola, isole, regione, città, montagna, fiume, lago, mare, oceano,

Students will be able to:

- Use culturally appropriate formal and informal greetings
- Ask and tell how someone is
- Ask and tell someone's name
- Ask and tell where someone is from
- Introduce someone and respond to an introduction
- Ask and tell how old someone is

- Ask and tell about ages, birthdays and phone numbers by using the numbers 0-60
- Ask and tell about classroom objects
- Respond to classroom commands
- Ask and tell how words are spelled
- Identify Italian accents from various regions of Italy
- Ask for and share contact information
- Ask and tell about important geographical information about Italy

Resources

Core Text:

StudioArcobaleno, SuperCiao Level 1

Italiaidea, Nuovo Espresso with audio/DVD (available in 5 levels) (suggested)

Suggested Resources:

<http://www.languageguide.org/italian/> : Has vocabulary in Italian for many pictorial topics (note: the salutation section and a couple of others do just English/Italian translation, but most are by picture)

<http://www.onlineitalianclub.com>: Has authentic listening, speaking, and reading texts and exercises to practice skills. Also, “easy readers” for different levels of Italian are available as well as a “easynews” written for beginners about current events.

UNIT 2:

Summary and Rationale

Families are important societal units which influence our character and identity. Exchanging information about our families help us connect to one another. Describing and comparing our families and traditions further bonds us as people. Through interpersonal, interpretive, and presentational tasks, we share about how families work and play

together. Awareness of deep and culturally-specific values in the idea of family promote deeper respect for and understanding of other cultures.

Recommended Pacing

45 days

State Standards

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A: Interpretive

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7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Strand B: Interpersonal

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Strand C: Presentational

CPI #	Cumulative Progress Indicator (CPI)
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7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> ● How families in the U.S. are similar/different from families in Italy ● The definition of a family is dependent on each person’s circumstances ● Family relationships contribute to personal development ● Family members have similarities and differences in appearance and personality
Unit Essential Questions
<ul style="list-style-type: none"> ● Who is important to me and whom do I consider to be part of my family? ● How are families from the U.S. similar to and different from families in Italy? ● How is my family part of the community? ● What are the important places in my community? ● How do we support one another as a family and as friends?
Objectives

Students will know:

- Family Members: *i genitori, la famiglia nucleare: la madre, mamma, il padre, babbo/papà, fratello, sorella, fratellastro, sorellastra, i figli, figlio unico/a, i parenti: i nonni, gli zii, i cugini, nipoti, cognati, suoceri,*
- Pets : *animali domestici: il cane, il gatto, il pesce, l'uccello, il topolino*
- Nouns: gender M/F , S/PL : *uomo/uomini, donna/donne, bambino/a/i/e, ragazzo/a/i/e, amico/amici/amica/amiche , studente/studentessa*
- Definite Articles: M/F, S/PL: *il, lo, l', i, gli, la, l', le*
- Adjectives: *agreement with noun and placement - alto/basso, piccolo/grande, magro/grasso, bello/brutto, simpatico/antipatico, noioso/divertente, scoccante/amabile, vecchio/giovane, povero/ricco,*
- Colors: *physical descriptions (hair and eyes) capelli: castani, biondi,bruni, neri, rossi, scuri/chiari, mossi, ondulati, ricci, lisci, lunghi, corti. Occhi: blu, azzurri, marroni, neri, nocciola.*
- Verb "essere" - *to be (used often for descriptions) ex. Lui è bello e simpatico.*
- Possessive Adjectives: M/F, S/PL: *mio, mia, miei, mie, tuo, tua, tuoi, tue, suo, sua, suoi, sue, nostro, nostra, nostri, nostre, vostro, vostra, vostri, vostre, il loro, la loro, i loro, le loro.*
- Nationalities: *americano/a, afro-americano, italiano, francese, messicano, spagnolo, cinese, indiano, portoricano, colombiano, domenicano, filippino,*
- Celebrations: *il compleanno , l'onomastico (name day)*
- Rites of Passage: *il diciottenne/il ventunesimo*
- People in the Community: *amico/a, insegnante/professore/professoressa*
- Places in the Community: *al parco, al cinema, al ristorante, al supermercato, al negozio, al centro commerciale, allo stadio, a casa, a scuola, in biblioteca, in palestra, in piscina, in spiaggia,*
- Activities associated with family : *mangiare, guardare la tv/i film, riposare, celebrare, andare in vacanza, andare al cinema, andare in biblioteca, fare la spesa/lo shopping, fare gli sport*
- Numbers 1-100 (expressing ages of family) *Mia madre ha quarantadue anni.*
- Likes/Dislikes Activities: *A me piace andare al centro commerciale. Mi piace anche andare in palestra. A mia madre piace leggere. Le piace anche cucinare. A mio fratello piace giocare a baseball. Gli piace anche dormire molto.*
- Question words: *Chi, Che, Quando, Dove, Perché, Quanto, Quale*
- Similarities and differences in families in America and in Italy
- Role the family unit plays in society in American and Italian culture

Students will be able to:

- Ask and tell about family members and family relationships
- Ask about and describe family members (name, age, physical appearance and personality traits)
- Ask about and describe activities they do with family (ex. chores, vacation)
- Ask about and give opinions (likes and dislikes).
- Ask and tell about the role the family plays in society
- Ask and tell about the similarities and differences of families in America and in Italy

Resources

Core Text:

StudioArcobaleno, SuperCiao Level 1

Italiaidea, Nuovo Espresso with audio/DVD (available in 5 levels) (suggested)

Suggested Resources:

<http://www.languageguide.org/italian/> : Has vocabulary in Italian for many pictorial topics (note: the salutation section and a couple of others do just English/Italian translation, but most are by picture)

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UNIT 3:

Summary and Rationale	
<p>Education provides a powerful vehicle for self-improvement and growth and can be a significant means to preserve a society's culture and values. Educational systems shape individuals' identity and society's beliefs. Comparison of school systems deepens understanding of common values and perspectives across cultures.</p>	
Recommended Pacing	
45 days	
State Standards	
<p>Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
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7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Strand B: Interpersonal	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Strand C: Presentational	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
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7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Education contributes to self-improvement in society. • Education impacts personal-identity. • School systems reflect the values of a culture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What subjects do students need to study to become contributing members of society? • What similarities exist among Italian and American school systems? • How do school systems reflect the values of the Italian culture? • How does education impact personal identity? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • School subjects/<i>materie scolastiche</i>: <i>la matematica, le scienze, l'arte, l'educazione fisica, la letteratura, l'informatica, la salute e benessere, la recitazione, la musica, il coro,, l'accademia militare</i> • School extracurriculars sports/clubs: <i>gli sport/i club: il calcio, il football americano, il tennis, la pallavolo, la pallacanestro/il basket, il nuoto, la lotta libera, il baseball, la danza, il coro, fare la cheerleader</i> • School systems: <i>la scuola materna, l'asilo, la scuola elementare, la scuola media, il liceo/la scuola superiore, l'università</i> • Calendar: <i>il calendario: i mesi, i giorni, il fine settimana, il calendario scolastico, l'anno, le stagioni , l'autunno, l'inverno, la primavera, l'estate.</i> • Time: <i>l'ora, un quarto, mezzo/a, E' l'una, Sono le... mezzogiorno, mezzanotte,, del mattino, del pomeriggio, di sera. (military time)</i> • Ordinal numbers: <i>Primo, Secondo, Terzo, Quarto, Quinto, Sesto, Ottavo, Nono, Decimo</i> 	

- Present tense verbs: *regular (-are, -ere, -ire, -ire +isc) ex. giocare, suonare, frequentare, leggere, scrivere, studiare, prendere bei voti/brutti voti . bocciare/superare la classe, seguire la lezione.*
- Present tense irregular verbs and their idiomatic expressions: *fare, dare, stare , andare ex. dare un esame, fare attenzione, stare attenti*
- Verb “*avere*” and idiomatic expressions with “*avere*”: *avere freddo/caldo, avere fame/sete, avere paura, avere fretta, avere bisogno di., avere ragione/torto*
- Adjectives: *Describing classes, subjects and teachers , schedule : E molto scoccante, Lui e’ intelligente e severo. Il programma scolastico /l’orario scolastico*
- Expressions of likes and dislikes: *Mi piace molto l’arte perchè è interessante. La mia materia preferita è la letteratura perchè mi piace leggere. La mia insegnante preferita è Signor/Signora...*
- Question formation: *Ti piace la matematica? Qual’è la tua materia preferita? Ti piace la scuola superiore/il liceo? Preferisci la storia o la biologia?*
- Recognize educational values of the Italian culture and their own
- The courses students take in Italy
- Similarities and differences in school systems of Italy and America

Students will be able to:

- Ask and tell about class subjects
- Ask about and describe a typical school day/schedule in the home culture and the target culture
- Ask and tell about similarities and differences in school schedules and educational systems
- Ask about and describe classes and teachers
- Ask for and give opinions regarding likes and dislikes of school life

Resources

Core Text:

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Suggested Resources:

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UNIT 4:

Summary and Rationale

Leisure activities reflect interests, personalities and give insight into personal identity. Participation in leisure activities and entertainment of the target culture allows connections with others and helps increase cross-cultural feelings of camaraderie and personal well-being. Cultural values can influence choices related to fun and leisure activities.

Recommended Pacing

45 days

State Standards

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Strand B: Interpersonal

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Strand C: Presentational	
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7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> ● Comparisons of culturally specific leisure activities can encourage and facilitate new personal choices and experiences. ● Participation in the target culture leisure activities and entertainment can provide more authentic social interactions. ● Cultural values can influence choices related to fun and leisure activities.
Unit Essential Questions
<ul style="list-style-type: none"> ● Where do Italians go for entertainment and what activities do they participate in during their leisure time? ● How are leisure activities and entertainment similar and different in Italy and the USA ● What impact can values have on your entertainment decisions? ● What are some important contributions Italians have made specifically in the arts?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> ● Popular leisure and entertainment activities such as: <ul style="list-style-type: none"> ○ Sports: <i>gli sport, fare l'allenamento, l'atleta, la partita, la squadra, la palla, il gol, fare footing, fare ginnastica, giocare a tennis, a calcio/pallone, il ciclismo, lo sci, la pallavolo, la vela, il pattinaggio, la pallacanestro/il basket, il nuoto</i> ● Verbs associated with sports: <i>giocare, allenare, fare il tifo, tifare, vincere, perdere, correre</i> ● Health and Fitness vocabulary: human body-include irregular plurals: <i>il corpo umano, la salute, la testa, il viso/la faccia, i capelli, l'occhio, il sopracciglio, il ciglio, il naso, l'orecchio, la bocca, il labbro, la lingua, il dente, la gola, il collo, la spalla, la schiena, il braccio, la mano, il dito, lo stomaco, la mano, la gamba, il ginocchio, il piede.</i> ● Music: <i>la musica, suonare uno strumento, la chitarra, il pianoforte, il sassofono, il clarinetto, la batteria</i>

ascoltare la musica, musica pop, rock, classica, rap, l'opera lirica.

- Hobbies/Games: *l'hobby, la collezione, i giochi a tavola, giocare a dama, a scacchi, a carte*
- Art: *l'arte, andare alla mostra, dipingere, disegnare, il Rinascimento, Michelangelo, DaVinci, Raffaello, Donatello*
- Verbs associated with spending time with friends/family: *fare la passeggiata, uscire con gli amici, andare al ristorante, andare al cinema, ballare, andare in discoteca, andare al parco, andare a un concerto.*
- Vocabulary associated with vacation: *andare in vacanza, fare una gita, la piscina, fare campeggio, andare al mare/alla spiaggia,*
- Expressions of time: *espressioni di tempo, di solito, domani, dopo, in futuro, ogni, in estate, il/di sabato, la/di domenica ecc.*
- Prepositions (simple and contracted): *in/a, di, da, con, per, del, della, dal, dalla, dallo, dai, dagli, negli, nelle, ecc...*
- Weather expressions: *fa caldo/fa freddo, È umido/affoso, Nevica/Piove, È soleggiato, nuvoloso.*

Students will be able to:

- Ask and tell about leisure time activities and forms of entertainment.
- Ask about and describe leisure time activities and forms of entertainment.
- Ask and tell about similarities and differences between leisure activities in the target culture and their own.
- Ask and tell about forms of entertainment to determine their utility and relevance to the culture.
- Ask and express likes and dislikes regarding leisure activities and forms of entertainment.
- Ask and tell about personal interests, including supporting detail.

Resources

Core Text:

StudioArcobaleno, SuperCiao Level 1

Italiaidea, Nuovo Espresso with audio/DVD (available in 5 levels) (suggested)

Suggested Resources:

<http://www.languageguide.org/italian/> : Has vocabulary in Italian for many pictorial topics (note: the salutation section and a couple of others do just English/Italian translation, but most are by picture)

<http://www.onlineitalianclub.com>: Has authentic listening, speaking, and reading texts and exercises to practice skills. Also, “easy readers” for different levels of Italian are available as well as a “easynews” written for beginners about current events.

Italian classic film: La Vita È Bella

Italian music (different genres) Jovanotti

“Tanto,Tanto”, Domenico Modugno

“Volare”

Laura Pausini “Io Canto”