Course Title: 7th Grade Italian

Subject: Italian

Grade Level: 7

Duration: Half Year

Prerequisite: None

Elective or Required: Elective

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
The Middle School World Language Program is designed with interdisciplinary units combining communicative, interpersonal, and presentational activities to maximize each student’s individual potential. The seventh grade Italian program includes a comprehensive introduction to culture and language usage at a basic level to have a more global view in an increasingly, interconnected global world. Authentic world media such as music, Internet research, web quests, pod casts, DVD, newspapers and magazines are used in the target language for motivation and oral and aural proficiency. The students will be able to read, write, listen and speak at a basic communicative level in the present and near future and have an appreciation and awareness of our cross cultural connections.

Author: Meredith Batastini
Date Submitted: Summer 2015
Course Name: 7th Grade Italian
Topic/Unit: Greetings and Geography

Approximate # Of Weeks: 8

Essential Questions:

1. Why should I study Italian and what are its influences on the world today?
2. What are popular Italian names?
3. What are class objects called in Italian and what is school like in Italy?
4. How can I say hello and goodbye?
5. How do I introduce friends, family, and relatives?
6. What is school and family life like in Italy?
7. Where in the world is Italian spoken?
8. How do I say how old you are and finding someone else’s age?
9. Can I count in Italian from 1 to 100?
10. How do I compare French and American salutations?
11. Can I connect to history with facts about Rome, Florence and Italian immigration to America?
12. Can I connect to geography by studying flags, populations and capitals of the regions of Italy?
13. Can I identify the days of the week and months of the year in Italian?

Upon completion of this unit students will be able to:

To introduce oneself by spelling one’s name, asking someone’s name, to say where you are from, and to say hello. (7.1.IL.A.4)
To ask how people feel. (7.1.IL.A.4)
To say good-bye. (7.1.IL.A.4)
To point people out. (7.1.NM.A.4)
To find out someone's name. (7.1.NM.B.5)
To say where a person is from, to give their names and to also give their ages. (7.1.IL.A.4)

Common Core ELA Standards:

● 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
● 2RI.1 Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.
2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding.

Interdisciplinary Standards (njcccs.org)

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

- **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**

- Listen to audio clips
- Students conversations
- Powerpoint presentation on DVD
- Language Lab conversations, question and answer, random partner discussion, self evaluation-listening to yourself after being digitally recorded reading a passage.
- Introduce yourself and say where you are from, how old you are and your age - dialogues.
- Act out a simple conversation, greeting one another.
- Know the pronunciation of the alphabet in Italian.
- Count from 1 to 100.
- Compare American and Italian names.
- Discuss & ID where Italian regions are located on the map.
- Discuss reasons for taking Italian.
- Play number Bingo.
- Label items around the classroom in Italian.
- Bring in photos of family and pets and give a brief description.
- Quizlet.com

**Enrichment Activities:**

- Do an Internet search on Italian immigration to America
- Create a flag for a Italian region and identify the colors on it in Italian.
- Play “telephone”

**Methods of Assessments/Evaluation:**

- Smartboard Lessons
- On-Line Tests/Quizzes
- Exit Slips
- Thumbs Up/Thumbs Down
- Game Involves Movement
- Dry Erase/White Boards
- Unit Test
- Dialogues
- Portfolio
- Projects
- Play/Role-playing/Movie
- Quiz games
- Song
- Think/Pair/Share
- Weekly Assessments
- Interviews
- Homework
- Classwork
- Independent Work

**Resources:**

- Teacher Webpage
- Google Apps for Education (GAFE)
- Percorsi Textbook
- Percorsi Workbook
- Powerpoint presentations on DVD
- www.youtube.com
Course Name: 7th Grade Italian

Topic/Unit: Traveling to Italy!

Approximate # Of Weeks: 6

Essential Questions:
1. Can I describe a city, public buildings, and places of interest?
2. Can I ask for and give directions?
3. Can I talk about places I go to and what modes of transportation I take to get there?
4. Can I talk about my town?
5. Can I identify cities and places of interest in Italian?
6. Can I discuss what I like and do not like to do?
7. Can I describe places where to go to swim or ski in Italy?
8. Can I identify the important places in a train station and an airport in Italian?
9. Can I purchase a train ticket and ask its price?
10. Can I tell time in Italian?
11. Can I identify and discuss the importance of monuments in Italian cities?
12. Can I discuss the weather in Italian?

Upon completion of this unit students will be able to:

To describe your own city including streets and public buildings, places you go to often, and how you get around. (7.1.NH.C.5)
To find your way around by asking and giving directions and indicating the floor. (7.1.NH.C.3)
To describe your home and your family including your address, the inside and outside of your home, and your family. (7.1.NH.C.3)
To make plans to do things in town. (7.1.NH.C.3)
To state what you are going to do and asking others to come along.
To state where you are going. (7.1.NM.B.5)

Common Core ELA Standards:
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 3.RI.10 By the end of the year, read and comprehend informational texts.
- 2.W.1 Write opinion piece in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking word (e.g. because, and also) to connect opinion and reasons.
- 3.W.7 Participate in shared research and writing projects.
● 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
● 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
● 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
● 3.SL.4 Tell a story or recount an experience with descriptive details, speaking audibly in coherent sentences.

Interdisciplinary Standards (njcccs.org)

● **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

● **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

● **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

● **Standard 6.2 World History, Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

● **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

● Create a Town Map on a Shower Curtain and have students walk on the roads to state directions.
● Skits for asking and telling directions.
● Creating a blueprint for your dream home.
● Dancing to learn "to the left, to the right, straight ahead!" - TPR activity
● Answering personal questions about your daily life.
● Create a travel brochure for a city in Italy. Describe the history of the city and the important places in it. Describe how to get around the city.
● Sentence scramble game with irregular verbs.
• Using google maps to tour the streets of Rome
• Using “andare” to indicate where you are going and what you are going to do.
• Language lab activities including conversations, question and answer, random partner discussion, self evaluation-listening to yourself after being digitally recorded reading a passage.

Enrichment Activities:

• Supplementary vocabulary for the places in the town.
• Presenting a video introducing your town in Italian

Methods of Assessments/Evaluation:

• Smartboard Lessons
• Online Tests/Quizzes
• Use of online dictionary
• Podcast
• recording with smart phones
• pair/share
• Game involves movement - TPR
• Dry Erase/white boards
• Unit Test
• Dialogues
• Role-Playing
• Journals
• Project
• Multi-media presentation
• Weekly Assessments
• Homework
• Classwork
• Independent Work
• Interviews
• Group Discussions
• Hands-on Experiments/ Activities/ Observation

Resources/Including Online Resources

• Teacher Webpage
• Percorsi
• Google Apps for Education (GAFE)
• Powerpoint presentations
• Teacher Homework webpage/blog
• www.youtube.com
• Google maps
• Google classroom
Course Name: 7th Grade Italian

Topic/Unit: Holidays and Meals

Approximate # Of Weeks: 6

Essential Questions:
1. Can I identify foods and drinks in Italian?
2. Can I express which foods and drinks I prefer?
3. Can I shop for food at a market indicating the quantity I would like and asking for prices?
4. Can I order food at a restaurant and ask the waiter to bring things to the table?
5. Can I plan a meal and ask someone to help me?
6. Can I identify Italian foods from different regions of Italy? Why are foods different in those regions?
7. What are meals like in Italy? How are they different than the United States?
8. Can I discuss holidays in Italy by describing the traditions, the people who celebrate it and the meals involved?
9. Can I compare holidays in Italy to holidays in the US?

Upon completion of this unit students will be able to:

● Talk about your favorite foods by stating what you like or don’t like and what you can, should and want to eat (7.1.NM.A.4)
● Shopping for food by making a shopping list, interacting with vendors, and asking for prices (7.1.NH.B4)
● Planning a meal by asking others to help you and setting the table (7.1.IH.B.5)
● Eating out with friends by ordering food, asking the waiter/waitress to bring things for others, talking about people you know, talking about what others said or have written (7.1.IH.B6)

Common Core ELA Standards:
● 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
● 3.RI.10 By the end of the year, read and comprehend informational texts.
● 2.W.1 Write opinion pieces in which they introduce the topic they are writing, state an opinion, supply reasons that support the opinion, use
linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement or section.

- 3.W.7 Participate in shared research and writing projects
- 2.L.1 Demonstrate command of the conventions of standard grammar and usage when writing or speaking
- 2.L.1 Demonstrate command of the convention of standard capitalization, punctuation, and spelling when writing
- 3.L.5 Demonstrate understanding of word relationships in word meanings
- 3.L.6 Use words and phrases acquired through conversations, reading, and responding to texts, including using adjectives and adverbs to describe
- 3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding
- 3.SL.4 Tell a story or recount an experience with appropriate facts and descriptive details in coherent.

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    All students will use computer applications to gather and organize information and to solve problems.

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  - **Standard 6.2 World History, Global Studies**
    All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Activities – include 21st Century Technologies:**

- Write and perform a skit at an Italian open air market.
- Exchange and proofread each other’s skits.
- Create a menu for a Italian restaurant.
- Research Italian caffés and restaurants on the Internet.
- Make Italian gnocchi.
• In small groups, choose an Italian holiday, research its celebration and create an Internet home page that should include the dates, a list of events with short descriptions and any other relevant information.
• Create a calendar of Italian holidays using days of the week and months of the year
• Plan a visit to Italy to celebrate a holiday
• Create a poster with the food categories.
• Read and discuss holidays in Italy
• Italian meal categories game.
• Food bingo.
• Placement drawing with food and descriptions
• Flash cards with partners: utensils, food, & drink.
• Read about the parts of a Italian meal and about eating in an Italian school cafeteria.
• Take a virtual tour of an Italian restaurant.
• Research Italian food exports.
• Take part in a conversation on the Lab with varied partners.
• Digitally record students on the Lab and self correct.

**Enrichment Activities:**

• Research cuisine from a Italian region and then prepare a menu from that region. On your menu, make sure you have options from all courses of an Italian meal.
• Create a funny skit between a waiter and a difficult client. Perform the skit.
• Create a poster that illustrates the difference between the partitive and indefinite article (a whole and part of a whole).

**Methods of Assessments/Evaluation:**

• Student Responses
• Tests and quizzes
• Oral evaluation
• Language lab, conversations, question and answer, random partner discussion, self evaluation-listening to yourself after being digitally recorded reading a passage.
• Writing, speaking, listening, and reading performance tests.
• Writing portfolio.
• Listening comprehension workbook activities.
• Homework
• Cultural awareness quizzes.
• Simple speeches.
• TPR storytelling.

**Resources/Including Online Resources**

• Teacher Webpage
● Percorsi Textbook
● Percorsi Workbook
● Google Apps for Education (GAFE)
● Warm-up activities.
● Powerpoint presentations
● Language Lab