

Montclair High School
Italian I Honors / 9-12
Montclair Public Schools



Montclair Public Schools
Montclair High School
Italian I Honors Curriculum

Grade(s) 9-12

Approved by the Montclair Board of Education
2012

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ACKNOWLEDGEMENTS

This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Italian that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Spanish teachers employed by the Montclair Public Schools.

Introduction: This document explains the curriculum for Italian: College Prep for the Montclair Public School District.

Purpose:

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

Statement of Philosophy:

The purpose of this course is to expose students to the Italian culture and language through listening, writing, speaking and reading. This class embodies a diversified group of topics from summer vacations, sports, friendship, stereotypes, role of the family, food & desserts, art & music, and technology & media. The students will be involved in both individual and group work. This class will foster communication skills, critical thinking, and break preconceived notions.

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the New Jersey Core Curriculum Content Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a

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stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 1: The focus of this unit is to explain the rules of pronunciation for Italian. Students will discuss and compare greeting gestures and terms and they will learn vocabulary associated with greeting. Students will identify and select the pronouns used for greeting. In this unit, students will greet others, respond to greetings, ask names of others, and say goodbye. Students will learn vocabulary associated with greetings and leave taking. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 2: The focus of this unit is to express how they take care of themselves. Students will talk about present events. Student will state the names and location of the neighboring countries. Students will identify and state the days of the year and month of the year, and day of the week. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this unit is to discuss favorite classes and teachers. Students will discuss course schedule and school activities. Student will discuss differences between schools in the U.S. and French-speaking countries. Students will explain the differences going to school in Italy versus the United States and some school activities. Students will discuss favorite colors. Students will explain the differences between regular verbs in irregular verbs. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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Unit 4: The focus of this unit is to compare and contrast how adolescent dress in Italy versus the United States. Students will explain the differences between descriptive adjectives in the English language and Italian language. Student will name the basic colors. Students will explain the differences going to school in Italy versus the United States and some school activities. Students will discuss Students will distinguish definite and indefinite articles. Students will write and explain the present verb *ere* & *ire*. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Italian Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “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.” This standard includes the interpretive, interpersonal and presentational mode of communication.

Italian 1 Honors is a full-year course for Montclair High School students and introduces and prepares students to acquire the fundamentals of the Italian language and culture. This course is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of Italian-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing.

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SECTION II
Course Description

Italian Honors is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of Spanish-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged to develop a lifelong interest in the Italian language and culture through a variety of experiences and activities.

This course will consist of 5 units.

Thematic Units for Italian I Honors

1. Come va, ragazzi?
2. Che bella la da studente!
3. Mi riconosci?
4. Giorno per giorno

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Unit 1: Como va, ragazzi?

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	All societies use culturally appropriated ways to introduce themselves and new members to their society.	How are Italian customs for getting acquainted similar to and different from your culture?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Explain the pronounce rule for Italian. • Discuss and compare greeting gestures and terms. • Identify and select the pronouns used for greeting.

Assessment: <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes 	Rubric: See below	Key Criteria for Differentiation Italian courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will
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<ul style="list-style-type: none">• Class participation• Performance on teacher-generated materials		<p>motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. The Italian 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on</p>
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		<p>communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in the Italian level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources</p> <p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Ask questions in Italian and model appropriate responses using gestures or pictures to help clarify their meaning. • In pairs, students greet and respond to each other. • In groups, students develop brief dialogs in Italian using common greetings and leave takings along with appropriate gestures. Each group presents orally to the class. • Show pictures, slides, or situation cards with different social situations and have students write down appropriate salutation. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Italian. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and</p>

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	<ul style="list-style-type: none"> The class discusses Italian gestures and forms of address, and then compares them with American gestures and forms of address. 	<p>presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Unit 2: Che bella la vita da student!

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	School systems in all countries are important for the education of a nation.	<p>How do Italian schools differ from American schools?</p> <p>How are the roles of teachers in Italian society different from those in American society?</p>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> Express how they take care of themselves. Talk about present events. State the names and location of the neighboring countries. Identify and state the numbers from 0 to 100. Identify and state the days of the year and month of the year, and day of the week

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<p>Assessment:</p> <ul style="list-style-type: none">• Short oral dictation• Original dialogs• Informal teacher observations to evaluate student's responses to greetings• Quizzes• Class participation• Performance on teacher-generated materials	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Italian courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental</p>
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		<p>preferences. The Italian 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in the Italian level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students converse in pairs through guided conversations. • Students write and perform original dialogs. • In pairs, students describe their current schedule and activities, and then report back to class. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Italian.

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	<ul style="list-style-type: none"> • Students write about their favorite class or extra-curricular activities from last year. • Students read and compare authentic school schedules and report cards from Italy. 	<p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Unit 3: Mi riconosci?

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Clothing styles are closely related to both geographic necessity and cultural norms in a country.	How has the style of dress in Italy changed over the years? What does clothing say about a society?

Skills	Key Content
Listening	• Discuss favorite classes or teachers.

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Speaking Reading Writing	<ul style="list-style-type: none"> • Discuss course schedule and school activities. • Discuss differences between schools in the U.S. and French-speaking countries. • Explain going to school in Italy versus the United States and some school activities. • Discuss favorite colors. • Explain the difference between regular verbs in irregular verbs.
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<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See Below</p>	<p>Key Criteria for Differentiation</p> <p>Italian courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to</p>
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		<p>enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. The Italian 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students' ability to communicate in the Italian level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
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<p>Resources</p> <p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students learn to identify clothing vocabulary with transparencies and pictures. • Students converse in pairs through guided conversations. • Students make a list of clothing items that they would like to pack for a summer vacation in Italy. • Students converse in pairs in a clothing store (skit). • Individual project: label articles of clothing with proper measure words 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. <p>Have students create and illustrate a cartoon with introductory phrases in Italian.</p> <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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Unit 4: Giorno per giorno

<p>Learning Goal NJCCCS & CPI</p>	<p>Enduring Understanding</p>	<p>Essential Question</p>
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7.1	The foods eaten in every culture are used to represent different festivals and activities.	What are the differences between eating habits in the United States and in the Italian-speaking world? When and why are certain foods used in both Italian and American culture?
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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Compare and contrast how adolescent dress in Italy versus the United States. • Explain the difference between descriptive adjectives in the English language and Italian language. • Name the basic colors. • Distinguish definite and indefinite articles. • Write and explain the present verbs <i>ere</i> & <i>ire</i>.

<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Italian courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer</p>
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		<p>to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. The Italian 1 as an entry level beginning language course to learn new vocabulary framed in contextual nine thematic units. Students use circumlocution to express meaning, and move progressively from acquiring simple structures of subject and verb to acquiring richer expressions and full sentences with referential meaning. Emphasis on communicative skills in three modes of communication: interpretive, interpersonal, and presentational. The knowledge of simple grammar enhances the students'</p>
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		<p>ability to communicate in the Italian level 1 course. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources</p> <p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Teacher demonstrates food vocabulary by using pictures, and/or props. • Students converse in pairs to discuss their favorite foods. • Students practice ordering from a menu. • Students design a menu. • Students keep a food diary. • Students converse in pairs in a restaurant setting (role play). • Students converse in pairs in a market or supermarket setting (skits). • Class takes a field trip to a Italian restaurant. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Italian. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and</p>

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	<ul style="list-style-type: none"> • Students play food bingo. • Students complete a word search puzzle. 	poor execution on communicative tasks will be key indicators of their performance.
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Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September / October	7.1	<ul style="list-style-type: none"> • What is the difference in how one pronounces Italian versus English? • What are some common greeting and salutations 	<ul style="list-style-type: none"> • Explain the pronounce rule for Italian. • Discuss and compare greeting gestures and terms. 	<ul style="list-style-type: none"> • Student will hear the pronunciation of common Italian terms and matching with the corresponding pictures. • Create a diagram of the customs for 	Percorsi student textbook Teachers created online activities www.Quizlet.com	<ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate

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		<p>phrases/terms?</p> <ul style="list-style-type: none"> • What are traditional gestures for greeting and salutation? • What pronouns are used for greeting? 	<ul style="list-style-type: none"> • Identify and select the pronouns used for greeting. 	<p>uses for greeting or saluting in America and Italy.</p>		<p>student's responses to greetings</p> <ul style="list-style-type: none"> • Quizzes • Class Participation • Performance on teacher-generated materials
November / December	7.1	<ul style="list-style-type: none"> • What season do you enjoy the most? • What days of the week do you do certain things? • How do pronounce numbers from 0 to 100? • What are neighboring countries of Italy? 	<ul style="list-style-type: none"> • Express how they take care of themselves. • Talk about present events. • State the names and location of the neighboring countries. • Identify and state the numbers from 0 to 100. 	<ul style="list-style-type: none"> • Students will hear various pronunciations of numbers and choose the correct number for each illustration. • Present short report of Italy's neighboring countries. • State the different activities you do during season of 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation

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			<ul style="list-style-type: none"> • Identify and state the days of the year and month of the year, and day of the week. 	the year.		<ul style="list-style-type: none"> • Performance on teacher-generated materials
January/ February	7.1	<ul style="list-style-type: none"> • What school supplies do you bring to school with you? • What are your favorite school subjects? • What is difference between the present tense in English and Italian? • What is the difference between regular verbs and irregular verbs? • How does one change nouns from the singular form to the plural form? 	<ul style="list-style-type: none"> • Discuss favorite classes or teachers. • Discuss course schedule and school activities. • Discuss differences between schools in the U.S. and French-speaking countries. • Explain going to school in Italy versus the United States and some school activities. • Discuss favorite colors. 	<ul style="list-style-type: none"> • Form a chart of common regular verbs and irregular verbs. • Create a journal of your weekly schedule, including subject matters and duration of each. • Read factual information about the school system in Italy. Then, discuss the difference between America and Italy. 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials

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			<ul style="list-style-type: none"> • Explain the difference between regular verbs in irregular verbs. 			
March/ April	7.1	<ul style="list-style-type: none"> • What are common clothes that one wears to school? • What are your favorite colors to wear? • What are descriptive adjectives? • What is the difference between an indefinite article and definite article? • What is the common conjugation pattern of present verbs ere & ire? 	<ul style="list-style-type: none"> • Compare and contrast how adolescent dress in Italy versus the United States. • Explain the difference between descriptive adjectives in the English language and Italian language. • Name the basic colors. • Distinguish definite and indefinite articles. • Write and explain the present verbs ere & ire. 	<ul style="list-style-type: none"> • Create a shopping list of the items an adolescent would need for the academic year. • Write an essay on the colors of your school mascot and what the colors represent. • Design a chart that explains the pattern conjugation of verbs ere & ire. 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials

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May/ June	7.1	<ul style="list-style-type: none"> • What are your morning and afternoon weekend routines? • At what time of the day do you complete or go to....? • When does one use reflexive verbs? • What are traditional Italian dishes? • How do Italians conduct themselves when dining as a family or with friends? • What are traditional concepts set at the dining table? • What are common irregular verbs? • What are possessive adjectives? 	<ul style="list-style-type: none"> • Discuss activities they like to do • Share information on their daily activity and weekend activity. • Identify relationships among family members. • Exchange information on family members including simple descriptions and their ages. • Compare similarities and differences in the role of the family in Italy with the one in the United States. • Describe the physical traits of a friend or family member. • Share information 	<ul style="list-style-type: none"> • Write a journal entry about your weekend routines. • Read articles on customary procedures of Italy and American dining. And then, create a chart that depicts similarities and differences. • Produce a food segment for an Italian dish. • Make a chart of the do and don'ts when dining. 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials
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		<ul style="list-style-type: none">• Who are the members of your family?• How many rooms do you have in your house?• What is the difference between the homes in your town to homes in Italy?	<p>about the members of their family.</p> <ul style="list-style-type: none">• Use of irregular verbs.• Discuss and make decisions• Describe dishes • Explain the exterior and interior of your household.			
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Common Rubrics

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.

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Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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PRESENTATIONAL RUBRIC

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
Presentational Technique	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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INTERPERSONAL RUBRIC

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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SECTION III
NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.

Interpersonal

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.

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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.

Presentational

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).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

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Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .

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7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .

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Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

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Presentational

7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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SECTION IV

Resources and supplementary materials

Textbook

Percorsi by Pearson Education, Inc.– Lead authors, published by Francesca Italiano and Irene Marchegiani 2008

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